

NEW HIGH SCHOOL BUILDING.

Ref. 379.7493
B
ANNUAL REPORT

.... OF THE

BOARD OF EDUCATION

.... OF THE

TOWN OF BLOOMFIELD

ESSEX COUNTY, NEW JERSEY

NINETEEN HUNDRED AND TWELVE

WILLIAM A. RITSCHER, Jr., BOOK AND JOB PRINTER.
31 Broad Street, Bloomfield, N. J.

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ANNUAL REPORT

OF THE

BOARD OF EDUCATION.

To the Inhabitants of the Town of Bloomfield:

The Board of Education presents the following report for the year ending June 30, 1912:

The work of the past year has shown good progress along all lines. Every effort has been made to improve the quality of work done in the class-room, while providing for the largely increased number of pupils.

Very few people understand the difficulty of keeping up with the needs of a fast growing community. A few facts will illustrate the rapid growth of the schools in the last few years. In 1880 the enrollment of scholars was 1,008, in 1900 it was 1,760, a growth of 752, or an increase of 75 per year. In 1910 there were 2,751, a further increase of nearly 1,000 in ten years, an average increase of one hundred per year. Last year there was a further increase of 215. This year, 1912, the increase has been 208. Thus it will be seen that the growth for 1911 and 1912 has been double that of the previous decade, and almost three times the average growth from 1880 to 1890.

Putting forty pupils to a room, the increase of the past two years makes necessary the building of one eight-roomed school-house every two years. Such a building costs in the neighborhood of fifty thousand dollars. Of such buildings for Primary

and Grammar scholars there are now in the Town six up-to-date, in all respects, as follows: Berkeley, Brookside, Center, Brookdale, Fairview and Watsessing. These six schools at present are capable of accommodating about 2,950 pupils. When the Brookdale building is finished in the upper story 160 more may be added.

There were in attendance last year 3,174 scholars. It will be evident to the careful student of affairs that with all our expenditure of money the supply of seats in school is barely keeping up with the demand. There is one place, however, where the town is entirely neglecting its duty. In the Silver Lake section there is a school with 120 names on the roll where no permanent facilities have been provided.

This section is rapidly growing and should have not only sufficient room, but of a kind equal to any in the Town. Of the present rented rooms the best that can be said is that it is impossible to find anything for rent that will be better.

When we come to consider the High School the outlook is much more pleasing. While progress during the year has been slow, because of financial difficulties chiefly, real advance has been made from month to month and a thoroughly satisfactory building is now nearly ready for use. Criticism of this building has taken two forms, viz: "It is too good," and "It has cost too much." Let us consider these two criticisms.

All the other school buildings in the Town are built of ordinary brick, used in such a way as to give a pleasing architectural effect. Why was it thought advisable to depart from this settled policy in the case of the new High School? For the reason that buildings express the ideals of a people. A mean building on a fine lot near the centre of a Town to be known as a High School would forever stand as the estimate placed by such a people on higher education. On the other hand a structure well designed of suitable materials, and pleasing to the eye, must always advertise the place as one where

learning is highly esteemed, and where not only the rudiments of education are taught, but where the higher branches are within the reach of every child in the place.

Now as to the cost. The cost of school buildings, unlike that for other municipal improvements, is not a charge upon this generation, but upon the children who have the first use of them. When roads are built those who vote for them enjoy their immediate use. Often they are worn out by the time the children reach manhood and are called to pay for them in their taxes. Not so with school buildings. The bonds sold to pay for them are usually issued for a long term of years. When they come to be paid the children who have used the buildings have come to manhood and womanhood and are well satisfied to pay for that which has been of so great benefit to them.

In every respect this new High School will be a paying investment for the boys and girls who are to be the men and women of the next generation.

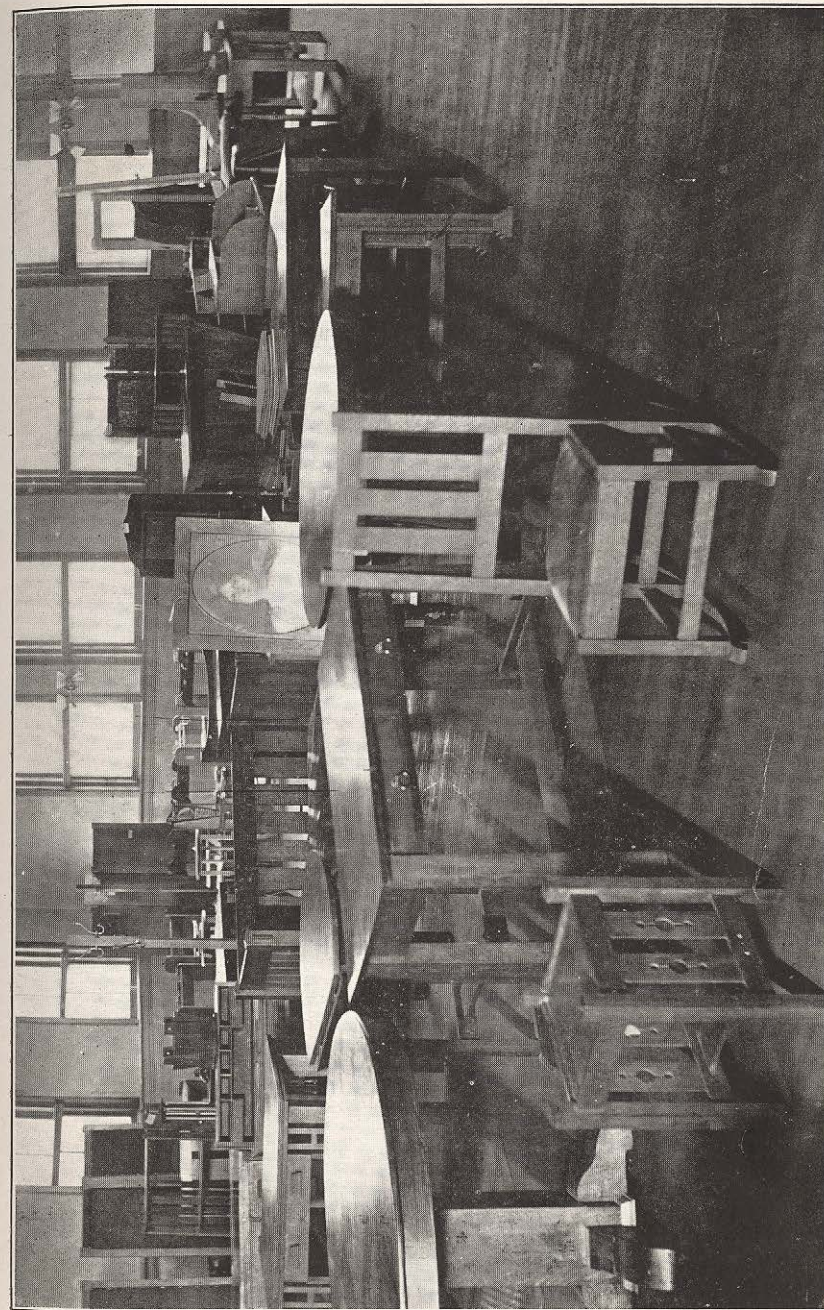
It is said too: "It will soon be filled." That is no doubt true. What has been said of the growth of the whole school system is just as true of the High School, as a few figures gathered from the school records will show. The High School began in January, 1873, with 22 pupils on the roll. In 1880 there were 26 enrolled, a gain of only four. By 1890 these had increased to 67, another gain of forty in ten years, or four per annum. The number had increased to 148 in 1900, a gain of eighty-one in the decade, eight each year. These grew to 222 in 1910, an increase of 74 in ten years, or seven per annum. During 1911 the increase was 42, making the total 264. This year fifty-one were added, making the present number 318. It will thus be seen that the growth of the High School, the past two years has been six times greater than in the decade preceding. What the increase will be after the new building is opened no one can say. An average

growth equaling that of 1911 and 1912 will fill it in about four years. Fortunately the Board of Education, which secured the plans for this building, so arranged it that it can be duplicated in size at only a fraction of the cost of the main structure. That the present school has been built economically can be seen when we compare its cost with that of similar buildings recently erected. For instance the new Commercial and Manual Training High School in Newark cost about \$675,000 and accommodates 1,600 scholars. It is thus about three times as large as the Bloomfield School, which when completed and furnished, will have cost about \$217,000, exclusive of grounds, and will seat 500 pupils.

It is sometimes said that this school is for only a small part of the community. If this has not already been answered by the statement that the growth of the past two years has been six times larger than for the previous ten years, we might call to mind the fact that the various courses provided can be utilized by all elements of the community. We have classical, English, Modern Language, Commercial and Manual Training Courses, thus combining in one building all the advantages of the city schools where, however, there are often separate buildings for the Commercial, Manual Training, English and Classical Courses.

Those who have seen the School in session during the past year, in its badly crowded condition, must have wondered not why there was no better progress made, but that so much good work was done under such disadvantageous circumstances.

When the new building is in use we may expect better results, provided sufficient funds are furnished the schools to secure and hold capable and experienced teachers. For after all the measure of success attained in school work must depend upon the character and attainments of the teacher. One would not expect a manufacturing plant to successfully compete in quality



HIGH SCHOOL SHOP WORK.

of goods and prices with other well-managed factories, unless the foremen and other workers were thoroughly competent and the financial outlook such as to assure them steady work at good wages. The teacher's work is a profession of the highest kind and should command the greatest respect of the community, as well as a reward sufficient to attract talent equal to that drawn to other callings, requiring the best gifts and demanding long and expensive preparation.

In the new building we have not only an attractive exterior, beautiful grounds in a central place in the Town, but there is also an arrangement of space in the interior to provide every facility for the work of teacher and pupil.

In the Basement are the Manual Training rooms for Mechanical Drawing, Lathe work and Shop work.

The first floor has the large Assembly Hall, entrance to which is had through three doors in the front. This has a seating capacity of one thousand, including the gallery.

This will prove a feature greatly needed for Commencements, Concerts, Theatricals, Lectures and other school purposes.

It may also be used on many occasions for public gatherings of a social or political nature.

On the first floor also will be found the rooms of the Board of Education, the Superintendent, the Principal, a Reception room, a Dining room, a Kitchen and a Recitation room.

The second floor has seven class-rooms and a library. The third floor is given up entirely to eight class-rooms. On the fourth floor, extending partly over the Assembly Hall is the gymnasium, ninety feet long by fifty-two feet wide, furnished with a running track in the gallery.

On this floor also will be found dressing rooms and baths for the boys on the north side, and similar rooms for the girls on the south side. In the front behind the cornice, lighted by skylights in the roof, are the Biological, Chemical and Physical

Laboratories, a Lecture room and various storerooms.

Thus it will be seen that there is secured a home for the High School equal in appointments to the best to be found anywhere in the country. Of it the people have reason to be very proud. It should increase the respect of every member of the Town for his place of residence and prove an incentive to every boy and girl to push forward in study, so as to get the benefits to be derived from the advanced studies offered.

Every effort will, no doubt, be made by the Board of Education to make the studies taught as practical as possible, so as to prepare every scholar for the particular work which he may desire to undertake.

A word in closing may not be out of place as to the Superintendent, Principals and Teachers who in the past have given the High School the success which it has achieved in the education of its many graduates. Since its organization in 1872, just thirty years ago, there have been six Superintendents: J. Henry Root, from 1872 to 1880; Benjamin Mason, 1880 to 1881; John B. Dunbar, from 1881 to 1897; William E. Chancellor, from 1897 to 1904; George Morris, from 1904 to the present time. All of these have done excellent work and are gratefully remembered by their many pupils. There have been many assistants whose names will be recalled by those who studied under them. Beginning at the opening and coming down to the present time we find these names of those who were most prominent: Helen A. Shibley, W. V. Louderbough, E. C. Adams, S. W. Clary, John F. Woodhull, Ella L. Draper who has served since 1883 most of the time as Vice-Principal; Haseltine R. Fletcher, Robert Comin, Belle L. Merchant, H. P. Hamilton, F. N. Brown, Richard F. Loos, E. H. Wyman, Clarence Perkins, George C. Clancy, Maude C. Gay, E. M. Brace, M. H. Hasbrouck, Mary M. Draper, Frank I. Losee, J. E. Magee, O. R. Smiley, William E. Conley, Arlon T. Adams, Otto J. Walrath, Edson J. Lawrence.

Of these the following are still in service: Ella L. Draper, Elizabeth H. Wyman, Maude C. Gay, Martha H. Hasbrouck, O. R. Smiley, Otto J. Walrath, Edson J. Lawrence.

After the High School was started in 1872 the opinion was expressed by the Trustees that it had already exerted a healthful influence upon the Grammar School, seen in the increased diligence of the pupils, in the care they take in the monthly examinations, and in a more uniform attendance. It was also stated that the High School Department will undoubtedly raise the standard of education to so great a degree that enough pupils will be found in each graduating class to supply any vacancy that may occur and supply the want of new teachers as the exigencies of the district may require. To a considerable degree this forecast has been realized. The standard of education has been raised, a healthful influence exerted upon the Grammar School and many teachers prepared for service in the schools. Since the establishment of the Montclair Normal School this function of the High School has been greatly helped, and no doubt the future will see the schools more greatly benefited than ever in this way. Increasing numbers of High School graduates are each year finding employment in mercantile pursuits in places which are freely offered to them because of the knowledge that they hold diplomas from this place. Many graduates have attained distinguished success in the learned professions after taking a college and professional course whose life work was made possible to them only because of the aid given them through the establishment of a public High School Course. Now there has been added to the opportunities already offered that of a Manual Training Course, which will prepare pupils for the Technical Schools or give a basis for advanced factory work. That those who work with their hands should be limited to an elementary education is the greatest folly. Both the individual and community will be richer and better con-

tented when it is realized that technical education is as necessary for the hand worker as a thorough mental drill is for a foundation for professional life. Competition is forcing higher and better preparation for every calling; whether it be in the store, the mill, on the farm or the profession.

To refuse to act upon the plain teaching of life is to miss for our children its greatest blessings; both its material rewards and the enjoyment of a mind trained to make the best use of all its opportunities.

In the new High School there will be an opportunity for the whole community to realize the blessing of an education suited to every kind of ability. The world needs leaders in commercial life, in the manufacturing and farming industries as well as in the professional life. Feeling that these sentiments would meet the approval of all thinking citizens, the Board of Education has provided, as far as was within their power, a course of study in Manual training leading up to the more advanced Technical courses offered in higher institutions of learning.

Owing to the lack of room in the Grammar Schools the Board has found it necessary to provide for the care of all the Eighth Grade pupils in the New High School at the beginning of next year. It is also felt that the bringing together of these Grammar Classes in the High School will induce in them a better spirit of study.

As the Old High School building will be unoccupied for a time, the Board have thought it wise to use the opportunity thus given to remodel it so as to provide better rooms and an efficient system of ventilation, which will make it useful for caring for scholars from the Grammar grades when the Elementary schools are unable to accommodate them. Acting upon this idea the Board of Education on April 1st, 1912, passed a resolution requesting the Board of School Estimate to appropriate \$22,000 to repair the Old High School on the



CENTENNIAL CELEBRATION EXHIBIT.—HIGH SCHOOL WORK.

southeast corner of Broad Street and Belleville Avenue. The request was approved by the Board of School Estimate on April 29, 1912. This building, when remodeled after plans prepared by Mr. Charles G. Jones, Architect, will contain eight rooms of full size, as approved by the State Board of Education. It will be heated and ventilated in the same manner as schools recently built and will make a valuable addition to the school facilities of the Town. The Board of School Estimate has also appropriated \$37,000 for the completion and furnishing of the New High School. This amount will provide for grading, black boards, lights, laboratory, tables, furniture for the Assembly Hall and class rooms and equipping the building in a thorough and satisfactory manner.

During the year bonds amounting to \$60,000 have been issued for the erection of the New High School. Adding this to the amount of the indebtedness reported last year and deducting the \$5,000 of bonds paid during the year, leaves the net balance of \$426,950 of bonds and notes now outstanding.

The present value of the school property is estimated at \$639,000.

All of which is respectfully submitted.

By order of the Board.

WILLIAM A. BALDWIN,

Secretary.

REPORT OF THE SUPERINTENDENT.

OFFICE OF SUPERINTENDENT OF SCHOOLS,

BLOOMFIELD, N. J., June 28, 1912.

Board of Education:

GENTLEMEN—In accordance with a long established custom, I respectfully submit, herewith, my eighth annual report as Superintendent of Schools of the Town of Bloomfield.

ENROLLMENT AND ATTENDANCE.

Although the year ending June 30, 1911, closed with the largest increase in enrollment ever noted in the history of our schools, the records for the present year shows a net increase which lacks only four of being as large, the total enrollment for the year being 3,174, and the net increase being 208. The enrollment of the Evening School and of the Summer School, conducted in the Silver Lake section, have varied but little from that of last year, the total number enrolled in the Evening School being 352, and the total enrollment of the Summer School being 73.

COMPULSORY EDUCATION.

No efforts have been spared by the principals and the truant officer to carry out effectively the provision of the Compulsory Education Law, but in spite of the hearty cooperation of these officials we have had many cases of truancy.

Unfortunately, a few of our parents do not seem to realize fully what their children are missing when they stay away from school, and do not lend the aid they otherwise would to the school authorities in keeping up the attendance records of their children. Where these conditions exist the children realize that the parents are more or less in sympathy

with their inclination to absent themselves from their studies, and the work of the truant officer is made doubly hard.

The truant from the home lending all possible aid in the solution of the truant problem seldom plays the game but once, but the truant from the home where no assistance is rendered the authorities, is not only apt to play the game a second time, but to continue the performance until he becomes a confirmed violator of the law, thus losing in part the public education our forefathers so widely made it possible for every normal boy and girl in our State to obtain. The present Compulsory Education law was drafted to meet these cases of indifference, but in order to make the law generally effective, it will be necessary to resort to a more drastic administration of the same. The pursuit of such a course will, at least, develop, in these parents, now so indifferent to the welfare of their children, a wholesome respect for the majesty of the law and will increase many fold the efficiency of our department of Compulsory Education.

The Board of Education has considered a large number of applications from parents of children between the ages of fourteen and seventeen for excuses from further attendance of the children at school in order that they might go to work. Each case has been given careful consideration and excuses granted to 46 of the applicants.

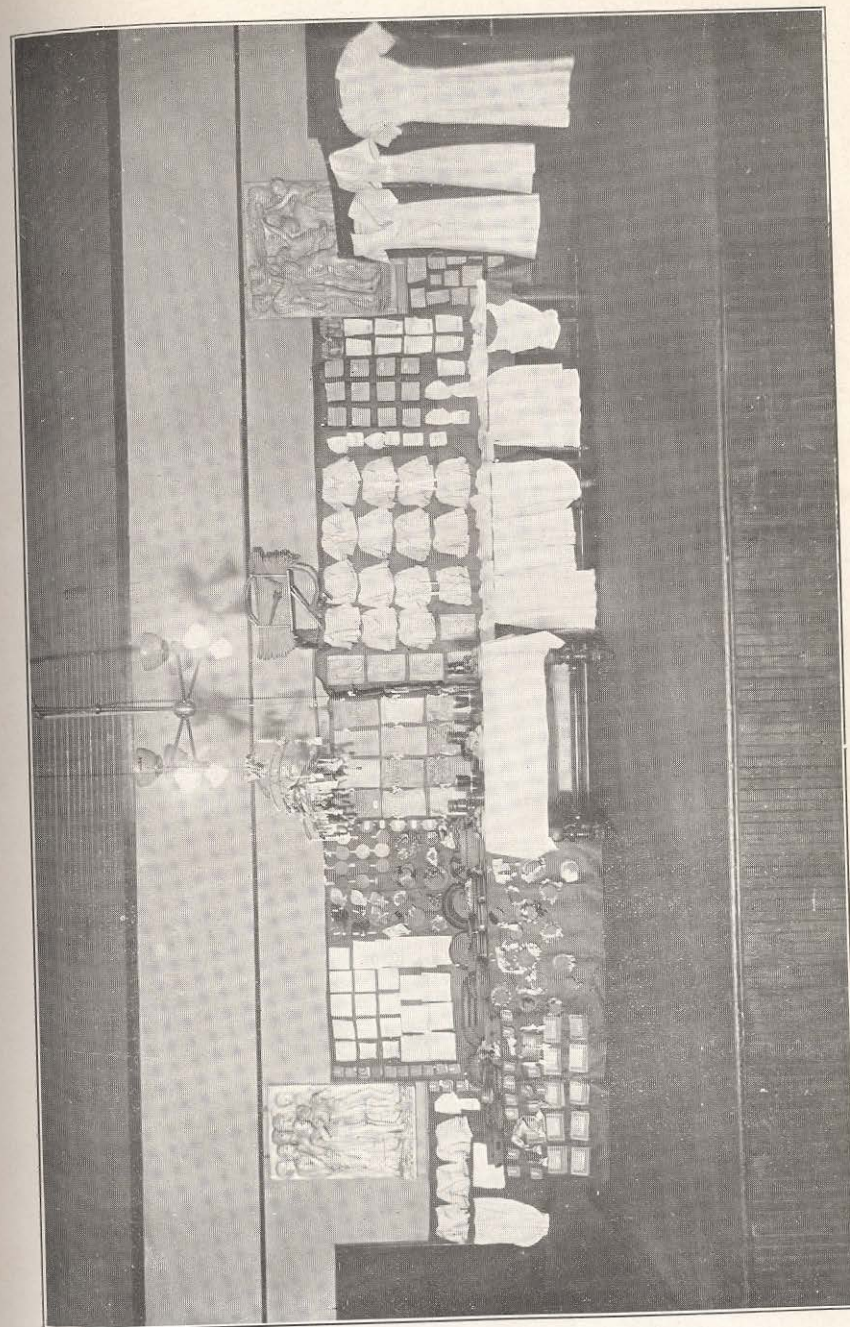
HIGH SCHOOL.

The badly overcrowded condition existing in the old High School building has made it practically impossible to attain results that can be reported as entirely satisfactory. In order to accommodate the large enrollment of pupils it was necessary to place desks in the Assembly Room, thus converting it into a large class-room. Meeting this necessity in this way has made it impossible to assemble the school as a whole for opening exercises in the morning, at which time so many directions can be given, suggestions made and so much

done along the line of development of a wholesome and helpful school spirit. Both faculty and pupils have felt keenly this lack, for which no adequate substitute could be supplied, but in the main both have made highly commendable efforts to keep up the usual standards of conduct and work.

In a large majority of the cases where failures on the part of the pupils to attain satisfactory results occur, a careful investigation will lead to the conclusion that the cause for failure is in the main due to a lack of application on the part of the pupil, both at school and at home. On the other hand the absence of a proper bond of sympathy between the teacher and pupil is sometimes responsible for the development of an indifferent attitude on the part of the pupil. Then, too, the methods and motives of the teacher are sometimes misunderstood and questioned by the parents. It is firmly believed that a broader understanding between the parents and the teacher would be of great assistance in dealing with many difficulties that arise. Experience bears this statement out very strongly. Parents, who are in the habit of suspending judgment when their children get into trouble at school, until they visit the teachers and hear both sides of the story, are usually able to settle the disputed points with a minimum of friction and ill feeling. Generally, after talking with the teacher, the parents realize that it is the teacher's intention to be fair and impartial in the treatment of the pupils. It is earnestly suggested that parents visit our High School classes more frequently, thus becoming more intimately acquainted with the teachers and with what is being done for the pupils.

Statistics indicate that the High School is becoming more and more popular as an institution of learning as time goes by, for during the past seven years its enrollment has increased a trifle over one hundred per cent., while the increase in enrollment throughout the town has been about sixty per cent. These data are interesting in that they indicate a growing belief on the



CENTENNIAL CELEBRATION EXHIBIT.—HOUSEHOLD ARTS WORK.

COURSE OF STUDY

part of the public in the value of a High School education. This large increase in enrollment is due in part, without doubt, to the decision of the Board of Education to break away from the tradition of the past and to offer courses of study that will fit our pupils to meet the every day problems of life, as well as a course of study that fits for college entrance only.

COURSES OF STUDY FOR

| Latin. | | Modern Languages | | English. | |
|----------------------------------|---------------------|----------------------------------|---------------------|--------------------------------------|---------------------|
| First Year. | Periods. Counts. | First Year. | Periods. Counts. | First Year | Periods. Counts. |
| REQUIRED. | | REQUIRED. | | REQUIRED. | |
| English..... | 5 5 | English..... | 5 5 | English..... | 5 5 |
| Algebra..... | 5 5 | Algebra..... | 5 5 | Algebra..... | 5 5 |
| Latin..... | 5 5 | German..... | 5 5 | Ancient History..... | 4 4 |
| OPTIONAL. | | OPTIONAL. | | Physiography $\frac{1}{2}$ yr. } 5 4 | |
| History..... | 4 4 | History..... | 4 4 | Botany $\frac{1}{2}$ yr. } 5 4 | |
| Physiography $\frac{1}{2}$ yr. } | 5 4 | Physiography $\frac{1}{2}$ yr. } | 5 4 | Mechanical | |
| Botany $\frac{1}{2}$ yr. } | 5 4 | Botany $\frac{1}{2}$ yr. } | 5 4 | Drawing..... | |
| Second Year. | | Second Year. | | Manual Training..... | |
| REQUIRED. | | REQUIRED. | | Singing..... | |
| English..... | 4 4 | English..... | 4 4 | Second Year. | |
| Geometry..... | 5 5 | Geometry..... | 5 5 | English..... | |
| Latin..... | 5 5 | German..... | 4 4 | Geometry..... | |
| OPTIONAL. | | OPTIONAL. | | Mediaeval and Modern History..... | |
| French..... | 5 5 | French..... | 5 5 | Biology $\frac{1}{2}$ yr. } | |
| History..... | 4 4 | History..... | 4 4 | Physiology $\frac{1}{2}$ yr. } | |
| German..... | 4 4 | Physiology $\frac{1}{2}$ yr. } | 5 4 | Manual Training..... | |
| Greek..... | 5 5 | History..... | 4 4 | and Drawing..... | |
| Biology $\frac{1}{2}$ yr. } | 5 4 | Physiology $\frac{1}{2}$ yr. } | 5 4 | or | |
| Physiology $\frac{1}{2}$ yr. } | 5 4 | History..... | 4 4 | Manual Training..... | |
| Third Year. | | Third Year. | | Singing..... | |
| REQUIRED. | | REQUIRED. | | Third Year. | |
| English..... | 4 4 | English..... | 4 4 | English..... | |
| Geometry $\frac{1}{2}$ yr. } | 5 5 | Geometry..... | 5 5 | Mathematics..... | |
| Algebra $\frac{1}{2}$ yr. } | 5 5 | German..... | 4 4 | English History..... | |
| Latin..... | 5 5 | Algebra $\frac{1}{2}$ yr. } | 5 5 | Physics..... | |
| OPTIONAL. | | OPTIONAL. | | Manual Training..... | |
| French..... | 4 4 | French..... | 4 4 | and Drawing..... | |
| History..... | 4 4 | History..... | 4 4 | or | |
| Physics..... | 5 4 | Physics..... | 5 4 | Manual Training..... | |
| German..... | 4 4 | German..... | 4 4 | Singing..... | |
| Greek..... | 5 5 | Greek..... | 5 4 | Fourth Year. | |
| Fourth Year. | | Fourth Year. | | English..... | |
| REQUIRED. | | REQUIRED. | | American History..... | |
| English..... | 5 5 | English..... | 5 5 | Chemistry..... | |
| Latin..... | 5 5 | German..... | 4 4 | Second Science..... | |
| OPTIONAL. | | OPTIONAL. | | or | |
| Review Math..... | 4 4 | Review Math..... | 4 4 | Mathematics..... | |
| French..... | 4 4 | French..... | 4 4 | Manual Training..... | |
| History..... | 4 4 | History..... | 4 4 | and Drawing..... | |
| Chemistry..... | 5 4 | Chemistry..... | 5 4 | or | |
| German..... | 4 4 | German..... | 5 4 | Manual Training..... | |
| Greek..... | 5 5 | Greek..... | 5 4 | Singing..... | |

BLOOMFIELD HIGH SCHOOL.

| Preparatory | | Vocational. | | Commercial. | |
|------------------------------|---------------------|------------------------------|---------------------|------------------------|---------------------|
| First Year. | Periods. Counts. | Third Year. | Periods. Counts. | First Year. | Periods. Counts. |
| REQUIRED. | | REQUIRED. | | REQUIRED. | |
| English..... | 5 5 | English..... | 4 4 | English..... | 5 5 |
| Algebra..... | 5 5 | Geometry..... | 5 5 | Com'l Arithmetic..... | 5 5 |
| Manual Training and Domestic | | Manual Training and Domestic | | " Geography..... | 3 3 |
| Art..... | 4 2 | Art..... | 4 2 | Business Practice..... | 8 4 |
| Drawing..... | 4 2 | Drawing..... | 4 2 | Spelling..... | 2 1 |
| OPTIONAL. | | OPTIONAL. | | Penmanship..... | |
| History..... | 4 4 | History..... | 4 4 | Second Year. | |
| Physiology..... | 5 4 | Physics..... | 5 4 | English..... | |
| Botany $\frac{1}{2}$ yr. } | 5 4 | Commercial | | Com'l English..... | |
| Commercial | | Subjects..... | 4 — | German..... | |
| Second Year. | | Fourth Year. | | Business Practice..... | |
| REQUIRED. | | REQUIRED. | | Stenography..... | |
| English..... | 4 4 | English..... | 5 5 | Typewriting..... | |
| Algebra $\frac{1}{2}$ yr. } | 5 5 | Review Math..... | 4 4 | Third Year. | |
| Geometry $\frac{1}{2}$ yr. } | 5 5 | Manual Training and Domestic | | English..... | |
| Manual Training and Domestic | | Art..... | 4 2 | Algebra..... | |
| Art..... | 4 2 | Drawing..... | 4 2 | German..... | |
| Drawing..... | 4 2 | OPTIONAL. | | Business Practice..... | |
| History..... | 4 4 | OPTIONAL. | | Stenography..... | |
| Biology $\frac{1}{2}$ yr. } | 5 4 | OPTIONAL. | | Typewriting..... | |
| Physiology..... | 5 4 | OPTIONAL. | | Fourth Year. | |
| Commercial | | OPTIONAL. | | English..... | |
| Subjects..... | 4 — | OPTIONAL. | | German..... | |
| Second Year. | | OPTIONAL. | | Com'l Law..... | |
| REQUIRED. | | OPTIONAL. | | Business Practice..... | |
| English..... | 4 4 | OPTIONAL. | | Com. & Finance..... | |
| Algebra $\frac{1}{2}$ yr. } | 5 5 | OPTIONAL. | | Stenography..... | |
| Geometry $\frac{1}{2}$ yr. } | 5 5 | OPTIONAL. | | Typewriting..... | |
| Manual Training and Domestic | | OPTIONAL. | | | |
| Art..... | 4 2 | OPTIONAL. | | | |
| Drawing..... | 4 2 | OPTIONAL. | | | |
| History..... | 4 4 | OPTIONAL. | | | |
| Biology $\frac{1}{2}$ yr. } | 5 4 | OPTIONAL. | | | |
| Physiology..... | 5 4 | OPTIONAL. | | | |
| Commercial | | OPTIONAL. | | | |
| Subjects..... | 4 — | OPTIONAL. | | | |

NOTES—Eighty counts required for graduation.

A proper selection of work from the Latin or the Modern Language Course will prepare the pupil for entering any college.

College preparation may be successfully completed in four years by a pupil of good average ability, provided he enjoys good health and attends strictly to school duties, otherwise, five years are strongly recommended.

Pupils desiring a certificate of admission to college must maintain a standing sufficiently satisfactory in each subject to be certified. One-half count in elocution required of all pupils after the first year.

In any course those who wish to add Singing, Drawing and Manual Training may do so as far as they are able.

The English Course is designed for those pupils who do not intend to enter college and prefer no foreign language.

After the first year, a subject from the Commercial Course may, in special cases, be substituted for a subject in the English Course.

One year of bookkeeping and business practice required of those taking the Preparatory Vocational Course.

June, 1912.

In this connection it seems well to speak of the large percentage of pupils who drop out of High School before graduating. This is not a local condition, but one that exists to a greater or less extent throughout the country. As a matter of fact, our courses of study as arranged to-day tend to attract pupils who know when they enter High School that it will be impossible for them to graduate because of the need of their help at home within a year or two. But these pupils are greatly benefited by this year or two of additional study. They are likely to be pupils who appreciate the opportunity and make the best use of it. Two years of serious earnest work in our commercial department will give a pupil an equipment that will enable him to earn his living if he must leave us. We have more calls from local business men for pupils who have had this training than we have pupils to fill the places.

Of course, these students do not appear upon the commencement stage and help make a large showing there, for they have been busy two years or more, while their classmates have been preparing for graduation, earning their own living and developing themselves into good substantial citizens. The public is apt to forget this work entirely when commencement night arrives, and to judge the school only by the number of graduates appearing upon the commencement stage. It should be remembered that the time of pupils who spend one, two or three years in High School is not wasted, and that in most cases they receive at least one-quarter, one-half or three-quarters, as the case may be, of the benefit to be derived from a completed course.

A fair way to judge a High School, therefore, is to take into consideration the degree of success attained by all its pupils and not alone those who have completed one of its courses of study and received a diploma for the same.

The beautiful, modern and up-to-date building which the High School will occupy in September should serve as an

inspiration to faculty and pupils, and it is believed that the deep appreciation of these bodies will be evidenced by accomplishing more work and by doing it better.

ELEMENTARY SCHOOLS.

The work of the elementary grades has been carried on in a quiet, but effective manner. The quality of the teaching has averaged well, a good earnest spirit and carefully executed work being the strong factors contributed to the success of the year by both principals and teachers. The pupils have, in the main, responded well and thus assisted greatly in producing good results.

The departmental work of the grammar grades has been prosecuted with much the same degree of zeal in each department, and about the same degree of result attained in the reading, arithmetic, geography, history and grammar classes. The work in penmanship has easily held its own with other subjects taught in these grades and given convincing evidence of the painstaking efforts made by the teachers and the supervisors of penmanship to bring the work of this department up to a high standard.

In the eighth grade classes strong efforts have been made to prepare the pupils, expecting to enter the High School in September, for the new field of labor. It is expected that more will be accomplished along this line during the coming year, when the eighth grade classes will be all assembled at the new High School building.

It has long been felt that something should be done to bridge the wide gap existing between the work done in the Grammar School and that taken up in the High School, but because of lack of accommodations for from one hundred thirty to one hundred fifty eighth grade pupils in any one building, it has not been possible to give this matter careful attention before.

With the facilities provided by the new building we hope

to be able to so group the pupils that those expecting to enter High School and take a Classical Course may be given a start in Latin and be made more or less familiar with some of the abstract terms of algebra. The aim will not be to have the pupils cover a large amount of ground in these subjects, but to become thoroughly grounded in a few fundamental principles in each, so that when the High School is reached the pupils will not feel that they are entering a field of knowledge to which they are entire strangers.

It is not proposed to devote more than one or two periods a week to each of these subjects, but it is believed that this much time, spent in careful study, and in the absence of the necessity for rapid work the High School must demand to meet college requirements in four years, will give our young people a sufficient preparation in these two subjects to take up the work of the first year in High School with a much better understanding, much more profit and much less worry than is possible under existing conditions. For the group expecting to take a modern language course it will probably be possible to substitute some work in elementary German for the Latin.

It will also be possible to form another group made up of the few pupils from each Grammar School expecting to end their school careers with graduation from the eighth grade. The boys of this group will be offered a course in shopwork, calculated to develop hand skill, and a course in mechanical drawing with the thought that a knowledge of these subjects will be a good preparation for the life to come later. They will also be given some instruction in the elementary principles of bookkeeping and common business practices so that they will have some practical ideas regarding the conduction of ordinary business transactions. The girls of this group will be given instructions in cooking and sewing calculated to arouse an interest in household problems and the economic administration of home affairs. Pupils taking this course will be well prepared to take up the work of either the commercial course or the Preparatory Vocational Course in the High School, should they desire to pursue their studies further.

COURSES OF STUDY FOR EIGHTH GRADE PUPILS. PREPARATORY HIGH SCHOOL. PREPARATORY FOR A VOCATION.

Arithmetic and Algebra,
English and Latin,
United States History,
Geography,
Physiology,
Penmanship,
Manual Training or Domestic Art,
Drawing.

Arithmetic and Business Practice,
English,
United States History,
Geography,
Physiology,
Penmanship,
Manual Training or Domestic Art,
Drawing.

The English in both cases will include reading, spelling and exercises in grammar and composition. It is expected that the Latin and Algebra will each be given one period a week the first half year and two periods the last half year. More time will be given to drawing and manual training or domestic art in the Course Preparatory for a Vocation.

Before closing, a discussion of the work of the elementary schools, mention should be made of the loyal devotion of the teachers of the primary department to the interests of the pupils entrusted to their care and of the fine progress made by the children.

EVENING SCHOOL OR CONTINUATION SCHOOL.

For the past seven years or more, each term of the Evening School has closed with evidences of progress having been made. There have been an almost unbroken series of increases in the enrollment each year and several new departments of work have been organized.

A course in shop work, organized about five years ago, has proved so attractive that at times it has been impossible to accommodate the young men wishing to take up this line of work and there has been a long list of names on the waiting list. Classes in sewing and cooking have sufficiently demon-

strated their usefulness, and helpfulness, to the young women of our Town, to consider them fixed additions to our Evening School Course of Study. In the mechanical drawing class we are aiming to give instruction that is entirely practical.

The two classes, in which foreigners are taught the English language and the fundamental principles of the American form of government, are always well attended, thus proving their right to a place in the curriculum.

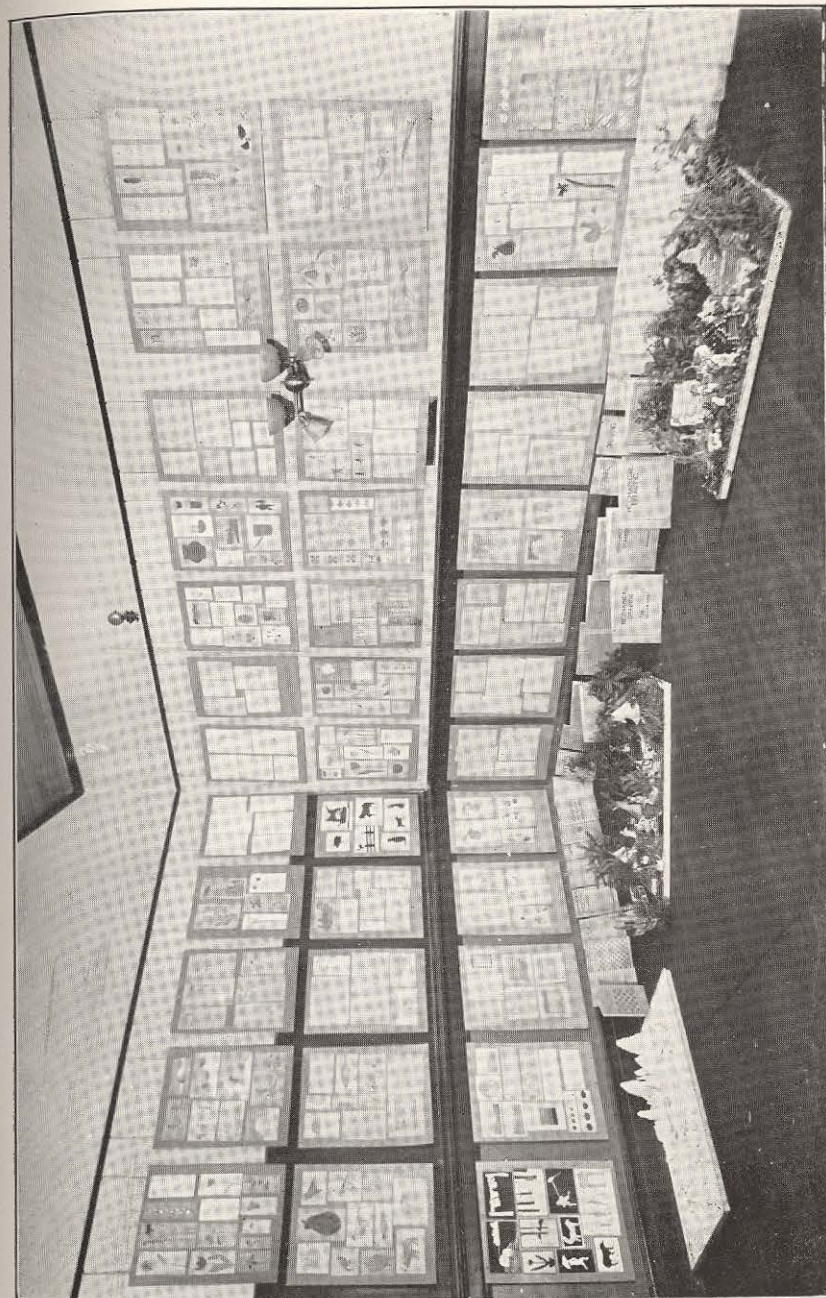
By adding a teacher to the Commercial Department we have been able to have courses in bookkeeping, stenography and typewriting, running simultaneously and to thus greatly increase the efficiency of this department.

The classes in elementary electricity and advanced mathematics have not been so largely patronized as the other classes, but they give promise of becoming important factors in the Evening School work. In addition to the work reviewed above, there are two classes in one of which elementary English and elementary Arithmetic are taught and in the other advanced English and advanced Arithmetic are taught. The first of these classes provides instruction for the boys and girls who find it necessary to leave school and go to work when the age of fourteen is reached, while the other meets a demand, for a more advanced course in these subjects, usually represented by young men and young women occupying clerical positions and desiring to make advancement.

The work done in this school is all vitalized by bringing it in as close touch as possible with the problems of every day life. It is so similar in scope and in its conduction, to the work done in the Continuation Schools of Germany and some of the large cities of this country that it might fairly be placed in the same class and called a Continuation School.

DRAWING AND MANUAL TRAINING.

Information regarding the details of the planning and



CENTENNIAL CELEBRATION EXHIBIT.—WORK FROM THE ELEMENTARY GRADES.

carrying out the work of these departments will be found on subsequent pages in the reports of the various directors.

In a general way it may be stated that there has been no lack of enthusiasm and painstaking on the part of the teachers giving instruction in this field of work, this statement being well borne out by the specimens of work shown in the exhibit held in the Assembly Room of the Center School during the Centennial Celebration. The quality, as well as the variety of work on exhibition was apparently greatly appreciated by the visitors and reflected no small amount of credit upon the directors and teachers under whose supervision it was prepared.

The following comments are quoted from the local press:

"The school exhibit was an attractive and interesting display of the industrial and art work of the school pupils from the first grade classes to the advanced classes, and included illustrations of the first efforts at delineating form in simple tracings. The development of ideas and the skill of applying them could be followed to the fine handicraft work of the High School."

The plans for extending the opportunities of manual training and domestic science study in the eighth grade and for offering a manual training and domestic science course in the High School, adopted by the Board of Education at the June meeting will greatly increase the possibilities for developing the efficiency of this department and at the same time add no inconsiderable amount of instruction to be provided for.

VOCATIONAL EDUCATION.

The plans for the extension of the work of the manual training and domestic science departments adopted by the Board and noted under other headings indicate that we are entering the field of Vocational Education. The increased opportunities offered for the development of hand skill will enable pupils so desiring to lay a good foundation on which

to build, should the work of learning a trade be undertaken later.

MUSIC.

Not all teachers are born with a love for music in their souls, and some who love it cannot give evidence of their devotion in the form of vocal expression. The teacher who has a good ear for music and a good voice which she can use effectively, is indeed fortunate. For her the teaching of music to her class is a pleasure. This is not so likely to be true, though, of the teacher who finds herself lacking as to ear and voice. However, it is not always the teacher who possesses pronounced musical qualifications who teaches this subject best. Much depends upon attitude towards the work and the ability to bring out the best there is to be found in children.

Fortunately for us, what is lacking in talent is usually made up by enthusiasm and the desire to have the work in music meet the approval of the supervisor who is untiring in his efforts to render assistance to both teachers and pupils.

Occasional opportunities, to compare the work done in our schools with that done in other systems, lead me to believe that we are holding our own with the best that is being done.

Both the High School Glee Club and the High School Orchestra have made records of which their leader may well be proud. They not only give the young people who compose their membership an opportunity for congenial fellowship, but they are strong factors in developing a desirable artistic temperament, and in bringing to the surface talent which might not otherwise be discovered.

The orchestras organized in the Grammar Schools last year are making commendable progress and are leading to a broader interest in music among the pupils of the grammar grades.

PROFESSIONAL IMPROVEMENT.

As the doctor, the lawyer and the minister, each finds it

necessary to maintain a library consisting of books and periodicals treating principally of matters pertaining to the profession in which he is interested, so it is desirable that the teacher be brought in contact with periodicals and books which will keep her in touch with the progress being made in the educational world. With this end in view it was decided about five years ago to establish a teacher's library in each school building. With only a few books and periodicals for a beginning, to which each year a few more books are added, we are gradually building up a library in each school which not only keeps the teachers in touch with the latest educational ideas, but which supplies them many helpful suggestions as well.

The use made of these libraries has been carefully observed by the principals and the general consensus of opinion seems to be that the plan is working well and should be continued.

PARENTS' ASSOCIATIONS.

The Parents' Associations were organized principally to bring the parents and teachers in closer touch with each other and thus create a community of interest in the education and welfare of the children. Unfortunately, the response to the call to meetings on the part of the parents has not been so general as to make the associations the power for good that they might easily become.

Parents generally seem to have such a strong confidence in the ability of the teachers to look after the education of the children that in many cases it is felt that all obligation on the part of the parent ceases when the child leaves the home for the session at school. Of course, the teachers are pleased with the confidence displayed in their ability and judgment, but many of them feel that a better acquaintance with the parents would be a great help in solving, to the best advantage of the children, many of the vexatious problems that arise in

the school room. One place where parents may meet the teacher and thus get somewhat acquainted with the person about whom they hear so much from their children during the year, is at the meetings of the Parents' Association. The parents who come once usually come again and again, thus proving that they believe they are being repaid for the time expended and the trouble taken.

Experience has shown us that much can be done for the benefit of both pupils and teachers, and that the benefit derived from such meetings bear a direct ratio to the number of parents who attend.

The meetings held during the past year have been well attended, as have been most of the meetings held during the past five years, and the co-operation of the parents who have been in attendance is greatly appreciated. It is to be hoped they will not only be present at the first meeting of the coming year, but that each one will endeavor to bring along some parents who have been neglectful of these opportunities in the past.

SPECIAL CLASSES.

In accordance with the plans outlined in last year's report, an additional special class was organized in the Brookside School. This class was made up largely of pupils who were unable to keep up with the regular work of their respective grades. This practice, because of the limited number assigned to such classes, enables the teacher to give a large portion of time to individual instruction, thus keeping up the interest of the children in their work and stimulating them to greater effort. Such pupils, when kept at work in the regular grades, sooner or later fall behind, lose interest, become discouraged and simply waste the greater part of the time.

The special class in the Center School, made up of pupils also needing much attention, has had a very successful year



EIGHTH GRADE SHOP WORK.

and again demonstrated its utility as a part of our school system.

The law now provides for the division of pupils three year or more behind grade into these classes, viz.: A class made up of pupils who are mentally abnormal, a class made up of pupils who are incorrigible and another class made up of pupils who are below grade because of being foreign born and not familiar with the English language, or because of not entering school at normal school age. Groups of ten pupils falling under any of these categories must be provided with a special teacher, the maximum number that can be placed in classes of this type being fixed at fifteen by law.

SUMMER SCHOOL.

The Summer School organized six years ago in the Silver Lake section, was well patronized. It would be hard to estimate the value of this school to the community in which it is located. It provides clean and fairly cool rooms in which children, who would otherwise be turned loose upon dirty streets, are assembled under the leadership and direction of sympathetic teachers, it provides instruction in English, particularly helpful to the foreign born children living in homes where the parents use the mother tongue, it provides instruction in the proper furnishing and care of the homes and best of all it provides a means for spending time, which would otherwise be worse than wasted, in laying a better foundation for future citizenship.

MEETINGS.

The Superintendent has held thirty-seven meetings during the year for the purpose of conferring with principals, teachers and others interested in the different school activities. He has also made one hundred visits to the different schools for the purpose of inspecting the work in the various classes and of helping the teachers with their work.

The principals and the directors of the various departments have held the usual conferences with the teachers for discussing plans and developing interest in the work.

MEDICAL INSPECTION.

The work of the medical inspectors has been carried on with great care and has been a success. This view is heartily concurred in by the Health Officer of the town, who states in his last annual report that medical inspection in the public schools has largely decreased infection. The following statement is quoted from his report:

"The inspection plan tends to improve the general physical welfare of the children, as well as bringing about the detection of otherwise incorrigible cases of infection and contagious diseases, and insuring the prompt removal of numerous centers of infection."

CENTENNIAL SCHOOL PARADE.

One of the notable events of the year was the School Parade, held on Monday, June 10, and forming a part of the Centennial Celebration of the founding of the Town of Bloomfield.

Preparation for this event began about the first of December with the organization of committees of women to assist the teachers of each school in planning and carrying out the program.

The membership of these committees was made up as follows: George Morris, chairman; Mr. Charles A. Hungerford, Mr. James C. Brown, Mr. Clarence Van Winkle, Mr. William E. La Quay, Mr. P. J. Smith, Miss Ruth Palmer, Miss Clara E. Schaufler and Miss Ethel Smith.

High School—Miss Ella Draper, chairman; Mrs. F. A. Stone, Mrs. L. C. Haskell, Mrs. J. M. Mann, Mrs. C. W. Martin, Mrs. T. H. Baker, Mrs. H. Sternberger, Mrs. T. H. Branstater.

Brookside School—Mrs. Jesse I. Taylor, chairman; Mrs. Frederic Thompson, Miss L. Arvilla Martin, Mrs. Wilfred Harrison, Mrs. Daniel Schleich, Mrs. William Priestly, Mrs. Ernest Braner, Miss Florence Baldwin, Mrs. Edward S. Healey.

Berkeley School—Mrs. J. S. Wolfe, chairman; Mrs. F. R. Pilch, Mrs. A. H. Edgerley, Mrs. Charles F. Kocher, Mrs. L. C. Rowland, Mrs. E. E. Cook, Mrs. William Hauser.

Sacred Heart School—Sister Teresa Gertrude, chairman; Miss Margaret Murray, Mrs. Frank B. Daily, Mrs. Joseph Durr, Mrs. E. Hughes, Mrs. M. N. Higgins, Mrs. B. F. Higgins, Mrs. P. Murray, Mrs. J. Ward.

Center School—Mrs. William P. Sutphen, chairman; Miss Elizabeth Otis, Miss Julia Maxfield, Mrs. John A. Lawrence, Mrs. Frank M. Hinkle, Mrs. Herbert Noble, Mrs. W. W. Keyler, Mrs. William T. Wilcox, Mrs. O. B. Hadsell, Miss Julia Biggart.

Brookdale School—Miss Lulu Kingsland Garabrant, chairman; Mrs. Theodore Jones, Miss Jennie Davidson, Mrs. Seymour Broughton.

Silver Lake School—Mrs. E. T. Rice, chairman; Mrs. A. B. Bacon, Mrs. A. B. Van Liew, Mrs. Robert Betts, Mrs. H. A. Randall, Mrs. Russell Everett, Mrs. Nettie Ault.

Watsessing School—Mrs. Joseph Maxfield, chairman; Miss Estelle Dodd, Miss Anna S. Agnew, Mrs. Charles Johnson, Mrs. Charles Schafer, Miss May Weden, Mrs. C. H. Gilbert, Mrs. Howard Eveland, Miss Nellie Harvey.

Fairview School—Mrs. William Raab, chairman; Miss Ida E. Robinson, Mrs. Howard Thomas, Mrs. Thornley Jones, Mrs. T. W. Edwards, Mrs. Edward Hughes, Mrs. James C. Brown, Mrs. Arthur Ball, Mrs. W. E. La Quay, Mrs. Hugh Thompson.

Captain W. S. S. Rowland was the marshal of the parade

and he was assisted by the following special aides: Mr. Roscoe Johnson, Mr. John F. Maxfield, Mr. Theodore T. Maxfield and Mr. Addison Holt.

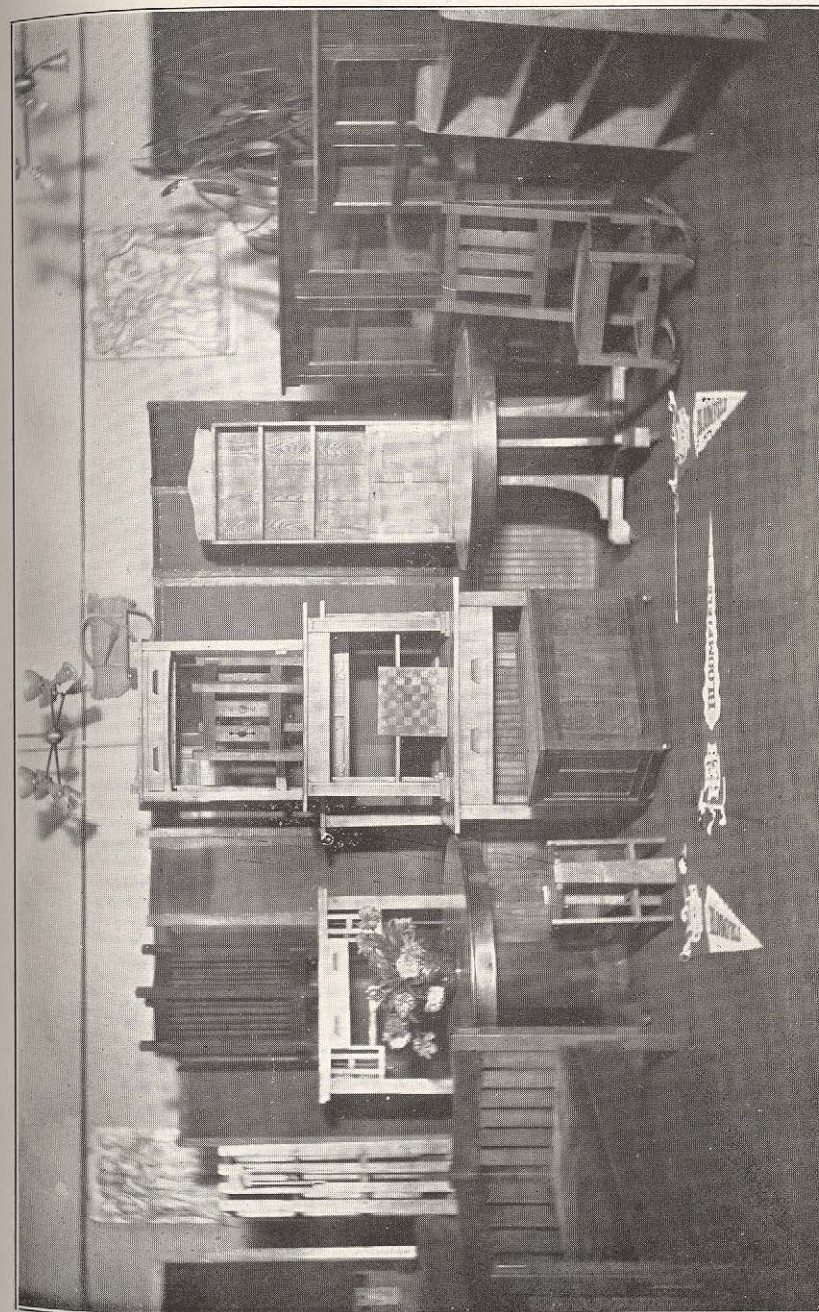
The aides, who marched at the head of the different schools, were: High School, Otto J. Walrath; Brookside School, Edson J. Lawrence; Berkeley School, Harold H. Phillips; Sacred Heart School, Herman Zeigler; St. Valentine's School, Andrew Zakrzewski; Center School, Bertrand O'Connell; Brookdale School, Fred S. Bush; Silver Lake School, Joseph C. Wilson; Watsessing School, S. E. Morton; Fairview School, William E. La Quay.

DIVISIONS OF THE PARADE.

First, the High School and its subdivisions were as follows: Group of pupils wearing school colors and carrying school pendants; second, groups of pupils carrying banners and suggesting different sections of the United States, as follows: First, a band of Puritans headed by John Alden, Priscilla and Miles Standish for New England; second, the Dutch of early New York, led by Henry Hudson, his little boy and one of his sailors; third, William Penn and Indians, followed by a party of Quakers from Pennsylvania; fourth, senior class, introducing characters from Virginia; fifth, cowboys and cotton pickers from Texas and other parts of the South; sixth, Daniel Boone, the pioneer of the Middle West, accompanied by farmers and milkmaids; seventh, some of the forty-niners; eighth, party of Northwest lumbermen; ninth, miners and Esquimaux from Alaska; tenth, representatives from Porto Rico and the island possessions; final of first division, Uncle Sam wearing the stars and stripes.

Second division: Brookside School, presenting a beautiful color scheme in prismatic tints and shades.

Third division: Berkeley School presented special features, as follows: A float showing the original Berkeley School, a group of little gardeners, a troop of



ADVANCED JOINERY WORK.—HIGH SCHOOL.

Brownies and fairies, a bank of clowns and flower girls, float representing a bower. Town Improvement Association division, baseball boys and nurses, flag day patriots, float decorated with National colors, graduating class.

Fourth division: Sacred Heart School, headed by the Bloomfield Centenary Cadets, an army and navy division, and "a union of nations," illustrative of the nationalities honoring the centennial as follows: Germany, France, Ireland, Scotland, Italy, Spain, England and America. A statuesque feature, the Goddess of Liberty, concluded the line of the fourth division.

Fifth division: St. Valentine School presented impersonations of General Washington and General Kosciusko, followed by pupils costumed appropriately.

Sixth division: Center school presented an allegory of the season, marked by the following special features: Spring, kindergarten float, Easter lilies, St. Patrick's day, apple blossoms, dogwood, roses, Maypole, kites, Memorial day; Summer, black-eyed susans and butterflies, balloons, Fourth of July, hoops, tennis, canoeing, baseball; Autumn, Labor Day, chrysanthemums, autumn leaves, Hallowe'en, autumn flowers, football, Thanksgiving; Winter, hockey, winter flowers, Christmas float, New Year day, Lincoln's birthday, St. Valentine's day, Washington's birthday.

Seventh division: Brookdale school, and its features were a float followed by troops of boys dressed to show the mode of dress of different classes of people in Japan. Float number two represented a Japanese tea garden.

Eighth division: Silver Lake School, and its features were two floats, in which the central figures were Uncle Sam and Miss Liberty. Around them were the children of the younger classes. The older children marched alongside of the floats, and were costumed as cowboys and Indians forming an escort. The costumes chosen showed the spirit of Americanism so soon developed in foreign children in this country.

Ninth division: Watsessing School, Revolutionary soldiers, kindergarten float, rose shower, Maypole, sea nymphs, Robin-hood, butterflies, daisies and forget-me-nots, fairies, grasshoppers and bumble bees, sailors of 1812 war were its features. The sailor boys' boat used was made by the eighth grade boys and the girls of grades four, five, six, seven and eighth made their own costumes.

Tenth division: Fairview School, the subject of the school's display was entitled "From Dawn till Close of Day," and its first part portrayed early morning, in which a kindergarten float typified "The Peep of Day" and cannon proclaimed the break of day, and the morning star appeared followed by a group of morning stars, and Aurora approached in all her glory with Apollo, the hours, Cupid and torchbearer, with followers of Aurora and Apollo carrying lyres and winged spears.

Second part, "Noon"—At mid-day the sunflowers turned their heads in greeting.

Third part, "Evening"—"The Angelus"; peasants bow their heads in prayer as the shades of evening gathered near. The bats of night hover around, the moon smiles down on all and Father Time reminds them that one hundred years have passed over dear old Bloomfield, yet the same moon and stars are still shining.

For a description of the parade and for the impression made upon the spectators we are indebted to our local paper from which the following is quoted:

"Imposing in its numbers, beautifully artistic in its decorative effects and grand in its symbolism—such were some of the distinguishing features of the school children's centennial parade on the beautiful afternoon of Monday, June 10.

"It was a great conception faithfully worked out in its minutest detail. The holding power of the great Republic has its significant keystone. That that power finds its in-

cient and most potent energy in the school was made vividly manifest.

"Liberty, toleration, law and order, though not blazoned forth on the banners carried in the procession, were nevertheless great unwritten ideals that shed their lustre over the grand and imposing gathering of the childhood of to-day and the manhood of the future.

"The procession was cosmopolitan in its make-up and was typical of the subtle influences of the American Republic in blending the varied and ancient nationalities of the world into a new and single nationality, inspired by common ideals, education, domesticity and patriotism.

"It was also typical of the varied and numerous opportunities offered by the great Republic to get along in life. The evolution of a highly perfected and unified society out of the numerous, and in some case conflicting, elements that went to make up early America, were portrayed in the spectacle presented.

"The magnificent pageant had an inspiring effect upon the thousands of spectators who lined the streets through which the procession passed, and the generous applause bestowed upon the marching children was impartially applied.

"It was common knowledge that a band of zealous and energetic women were devotedly and arduously working with the school teachers, with a view to making the school children's parade a distinctive feature of the centennial celebration, and those who knew of what the teachers and their associates were doing, predicted a great surprise in store for the people, but the event itself surpassed even the most enthusiastic anticipation.

"The people were more than pleasantly surprised; deep emotions were touched, and as the little seven and eight year olds, and in some instances younger, marched happily by, manifestly conscious of the fact that they were in some way participants in a great event, tears of joy coursed down the cheeks

of some of those most deeply touched by the deep and earnest sentiment symbolized in the forward march of the oncoming generation.

"The people of the town had good reason to feel proud of the spectacle, and praise in the superlative degree was not at all censurable under the circumstances.

"The finest spectacle ever seen in the town,' 'Something that we have good reason to be proud of,' 'A great credit to the town,' were common phrases heard many hundred times over as the parade passed along and visitors to the town shared the enthusiasm of residents in expressions of praise and commendation. 'Good for old Bloomfield,' 'We did not think she could do it' and 'You have just cause for feeling proud to-day' were among the praise-laden comments of the visitors.

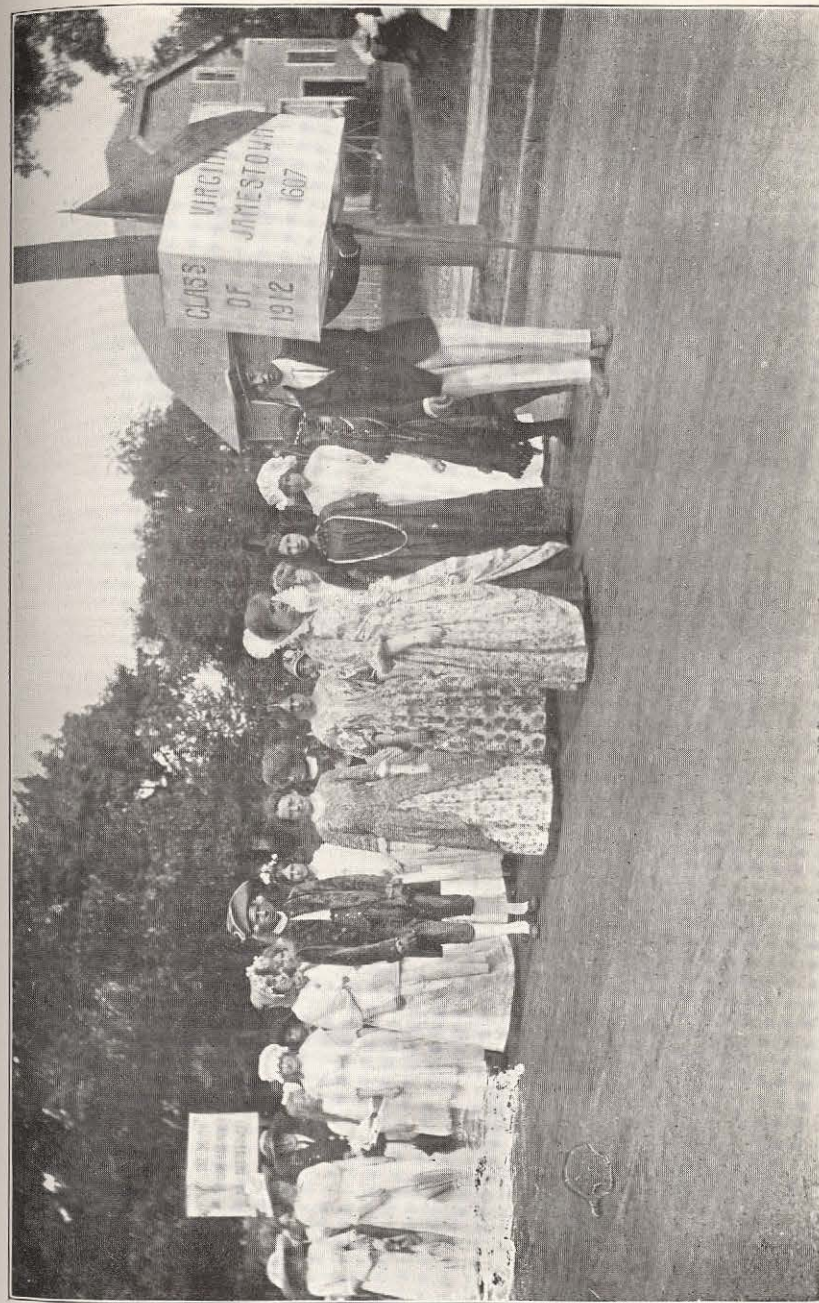
"The grand climax to the great spectacle was the assembling of the children upon the Green, where a flag salute was given, and the grand chorus of the united schools, led by Professor P. J. Smith, Supervisor of Music, sang 'The Star Spangled Banner' and 'My Country 'Tis of Thee.'"

The credit for the success of this affair should be given to the members of the various committees and to the teachers who worked so earnestly and so long in making the preparations. Another pleasant feature of the celebration was the Folk dances given by the school children.

GARDENS.

In the early spring nearly three barrels of small packages of seed were received from our Congressman for distribution among the school children. Every child in the system desiring to try a hand at home gardening was given a package of these seeds and report from the harvest will be received in the fall.

Reports from the seed received from the same source last year and planted in the spring of 1911, came in a tangible form at a meeting of the Board of Education held in September,



CENTENNIAL PARADE.—HIGH SCHOOL.

1911, when flowers, vegetables, etc., raised by pupils from the various schools were on exhibition. The exhibit, though not large, was interesting and showed that some of our boys and girls were well employed during the summer.

ATHLETICS AND PLAYGROUNDS.

Good honest effort has characterized the work of the boys in athletics, while from the point of view of winning games, the football team, the baseball team and the basketball team have all been decidedly successful.

It has been the aim in athletics to develop a spirit of courtesy and fairness to opponents and to lead the boys to feel that it is no disgrace to lose a game when these conditions prevail, and when each member of the team has done the best he knows how to win.

The girls of the basketball teams have shown a keen interest in the sport and have won some very hard and exciting games.

Some of the teams representing the Grammar School baseball league have been somewhat handicapped by not being able to find suitable grounds on which to practice and play games. Vacant lots, which were formerly available, are being built upon and in most cases the school lots are not sufficiently large to permit of laying out a diamond, the Brookdale School grounds being a striking exception.

This is an unfortunate state of affairs and it is to be hoped that the defect will be in part remedied by the establishment of a large playground by the Essex County Park Commission in the new park, upon which work was recently begun. Adequate accommodation could thus be easily supplied the Berkeley, Watsessing and Center Schools and possibly the High School teams, but because of the distance of the park from the Brookside and Fairview Schools this playground would hardly meet the needs of these institutions.

FREE PUBLIC LECTURES.

Our Free Public Lecture Course has become so popular that it has outgrown the accommodations available at the Center School. The people desiring to attend some of the lectures during the past year could scarcely be supplied even with standing room. The opening of the auditorium in the new High School building where the lectures are to be given hereafter, will remedy this defect and provide every member in the audience with a comfortable seat.

GIFTS.

The Town Improvement Association has again treated the schools handsomely by presenting them with trees and shrubs for beautifying the grounds. These gifts are not only appreciated by the school authorities but by the teachers and children as well. The beautiful grounds at school are apt to awaken an interest in the grounds at home, and thus exert an influence for improvement, where in some cases it may be much needed.

Hahne and Company again made it possible for every boy and girl to plant a tree on Arbor Day, by presenting each pupil with a young elm tree. These gifts were also much appreciated by pupils and teachers.

LARGER USE OF SCHOOL BUILDINGS.

The above topic is one that is being given much thought and about which much is being written. An interesting experiment along this line was conducted by one of the committees of the Town Improvement Association during the late winter and early spring. This committee, after securing the sanction of the Board of Education, procured the services of an expert in conducting recreation centers and threw the doors of the Berkeley School open to the boys and girls of that neighborhood. The response was greater than had been

anticipated, and those in charge were greatly pleased with the outcome.

Careful plans are being made for the coming year when it is proposed to introduce the same line of work in some of the other schools. Besides providing legitimate amusements, it is expected to provide suitable rooms for those who desire a quiet place in which to study or read.

This movement is undoubtedly full of possibilities for usefulness and social service, and will be watched with much interest.

In conclusion, I wish to heartily thank the teachers, principals and supervisors for the earnest and faithful work they have done during the year and to express my deep appreciation of the kind and courteous treatment accorded me by the members of the Board of Education.

GEORGE MORRIS,
Superintendent.

HARRIET HANKS JONES.

While returning from a summer vacation, which had been spent in trying to regain her health sufficiently to assume the duties of another school year, Harriet Hanks Jones, Director of the Department of Domestic Science, passed away on the fourth of September, nineteen hundred eleven.

Possessing a tender heart, pervaded with a spirit of optimism and full of the animation which made her companionship so acceptable to the young people in the schools, she held a high place in the esteem and affection of all with whom she was associated in her work.

At a regular meeting of the Board of Education held September fifth, suitable action was taken and a letter drafted, expressing sympathy with the family, also the Board's deep appreciation of the services which Miss Jones had rendered to the schools.



CENTENNIAL PARADE.—BROOKSIDE SCHOOL.

Mr. George Morris, Superintendent of Schools:

DEAR SIR:—While there is nothing especially new to report in the Department of Music for the year just closed, this much can be said, that if consistent and earnest endeavor count for anything the year's achievement shows a distinct advance. We have been fortunate in that amid the periodic changes of each recurring year we have remaining with us a number of well-tried and up-to-date teachers who are able to maintain a high standard of efficiency.

The system of individual sight reading, successfully introduced in the lower grades last year, has been advanced all along the line. The immediate result of this work upon the individual pupil is to make him think independently and to rely less for support upon his neighbor. In short, he becomes a better reader and acquires a strength of purpose which stands him in good stead later on.

The numerous changes made in the teaching force to which I have already alluded, is not altogether a handicap, as may be supposed. On the contrary, the new element infused, imparts freshness and enthusiasm which is highly beneficial in keeping the system from falling into a rut. These teachers are encouraged to bring to their work new ideas of presentation, and as far as practicable, they are allowed sufficient latitude to work out, in their own way, the subject matter prescribed in the regular music course. We are making special efforts to improve the production of good enunciation and correct phrasing in all grades. We hope to remove for ever the ban placed upon music in public schools by professional music critics who claim that instead of teaching children to sing, positive harm is done them by forcing their voices at a critical period. There was much to substantiate this charge in the early and experimental days when there was little or no system of teaching music along educational lines. But times have changed and there is no longer the happy-go-lucky, loose

methods formerly employed. In my visits to the class-rooms I have noticed with satisfaction, that the eternal "boy problem", though apparently no nearer to a perfect solution, is assuming less its objectionable proportions than formerly, while the progress already made is positively encouraging. The average boy, in the fifth and sixth grades, finds it now quite easy to stand on both feet in the presence of the whole class and to recite a musical exercise with as much indifference as he would any other lesson. As a matter of fact his former antagonism is in a fair way to be entirely eliminated.

I have been very much impressed with the improvement shown by the second and third grade pupils in their individual and class work. In some instances their sight reading is comparable with that formerly shown in fifth and sixth grades. This is due in part, to the efficiency of the class teacher.

We do not encourage "show work" in the class room or the exploitation of one pupil over another—all are given an equal chance, and although all children are not equally gifted musically, each child is given credit for earnest and consistent effort. It is not the bright pupil, but advancement that counts in the sum total of work done. The average scholar from the second grade to the eighth is not only able to sing a grade exercise, but gives the key signature with the number of sharps and flats necessary, as well as the names of notes to be sharpened and flattened. They know for a certainty where to find the key-note and other technicalities forming an essential part of the lesson.

I have referred, at length, in previous reports to the existence of monotones in the first four grades. These vocally defective pupils are less numerous this year than ever before. At the first intimation of a boy or girl singing off the key the case is reported to the supervisor, and a careful watch upon the child is maintained until the voice becomes normal.

The weekly song practice for both primary and grammar

grades, continues an important factor in the music work of all the schools, this feature being very popular with the pupils. We had hoped that in addition to the vocal organizations attached to each school, we might also have added an orchestra. But in only one school, Watsessing, has this been a regular feature. Again, I wish to suggest to the parents that they encourage their children to take up the study of some instrument.

Inability to sing the national anthem of one's own country is a matter for regret and, at times, very embarrassing. In order to be able to meet this condition at all times, we are teaching all pupils in all the schools to memorize both the "Star Spangled Banner" and "My Country 'Tis of Thee."

Teachers' meetings in music have been regularly held each month, when matters pertaining to the best methods for advancement have been presented and discussed. Despite congested conditions in the High School the work has been carried along with profit to all concerned. The singing in the first year High shows well the training received in the Grammar Schools. The tenth and twelfth year classes sing in addition to the masterpieces contained in the Laurel Song Book, supplementary sheet music, and it may be safely said that the singing this year shows a marked improvement over that of former years.

The Glee Club and Orchestra are as popular as ever as a social and educational feature of school life. The membership of the former is fifty-five, while the latter has increased its membership from thirteen to eighteen.

My thanks are due to the excellent corps of teachers for their co-operation in the good work done during the year and to yourself for timely aid and sympathy.

Respectfully submitted,

P. J. SMITH,
Supervisor of Music.

Mr. George Morris, Superintendent of Schools:

DEAR SIR:—I herewith submit the annual report for the Department of Drawing and Elementary Manual Training for the year ending June 30, 1912.

The art work in our schools during the past year has been carried on in much the same way as last year, keeping in mind the same purpose, that of the creation and appreciation of beauty in all things. We feel that in many ways we have gone at least one step further in directly relating art to the daily life of the child and hope that with improved conditions in the new High School, we shall be able to accomplish much more during the coming year.

An outline has been prepared which shows clearly the principles and subject matter to be covered in each grade throughout the year. This is to be printed and put in the hands of each teacher, and we trust it will contribute largely to a better organization of the work of the department.

The introduction of a new industrial course in the eighth grade, in which much time is devoted to drawing and manual training will make it possible to give those students who do not expect to enter High School, art instruction which will be very useful to them in their homes or in whatever line of work they take up.

The girls in the first year English Course in the High School will have similar instruction correlated very closely with their work in Domestic Arts and thus of a very practical nature. It has been difficult, for several reasons, among which are the overlapping of classes and the crowded conditions under which we have been working in the old High School building, to give the proper attention and time to each subject in our art course. Next year, by separating the boys and girls in all the first year classes, we shall be able to give the girls work which relates more closely to their interest while

the boys, only, take mechanical drawing in preparation for their shopwork.

An exhibit and sale of Japanese prints held in the Fall afforded several art problems, gave some little knowledge of Japanese art and artists, and enabled us to put in the savings bank a nucleus of \$21.66 to be used for pictures in the new High School building. We hope to add to this amount during the coming year.

We are glad to see more interest taken and greater variety, originality and more careful execution secured in the designs for posters, school report covers and other problems related to the life of the school. The Bloomfield Centennial offered some opportunities along this line in the arrangement of lettering and sketches for transparencies.

The Centennial exhibit, which represented all grades and all schools, was largely attended throughout the week and we feel encouraged by the appreciation shown by the visitors.

The co-operation of the Superintendent and Principals and the faithful work of the special and grade teachers have been greatly appreciated, and have contributed largely toward any success which we may have attained during the past year.

Respectfully submitted,

E. RUTH PALMER,

Director.

Mr. George Morris, Superintendent of Schools:

DEAR SIR:—I take pleasure in submitting the annual report for the Department of Domestic Science and Art.

The work in sewing has followed the same lines as in previous years, the girls from the fourth grade through the High School learning the fundamental principles of good sewing and applying them to the making of useful articles. A

change has been made in the fourth grade, where the work has been brought more into line with that of the succeeding classes. The class teachers give the sewing lessons in this grade under the supervision of the director, and have been very faithful and efficient.

It is of interest to note that the sewing classes this year, whenever asked, have helped in preparing costumes and banners for the Centennial Parade. At Watsessing School all the girls in the sewing classes made their own costumes, except for some finishing touches. In the High School some good work has been done in dressmaking, by the eleventh and twelfth grades, several of the latter having made their dresses for Class day.

The cooking classes have been larger than in previous years. The girls have been taught the principles of good, plain cooking, and of planning menus for home meals.

The department has had the full time of an assistant this year, thus making it possible to extend the work in some of the schools.

An exhibit of work from both branches of the department was held at Center School in connection with the Centennial celebration. This was well attended and the expressions of appreciation were very gratifying.

In conclusion, I wish to express my appreciation of the interest and co-operation of the Superintendent, principals, teachers and parents. To them is due, in a large measure, any success we may have achieved.

Respectfully submitted,

CLARA E. SCHAUFFLER,
Director.

Mr. George Morris, Superintendent of Schools:

DEAR SIR:—I submit herewith the third annual report for the Department of Shop Work.

Work in this department has been carried on along much the same lines as last year. In some grades, uninteresting models have been dropped and better ones substituted. A closer sequence of drawing and tool work has been planned and carried out. In almost every case the interest of the pupil in his work has been keen and we have been able to secure uniform and satisfactory work.

During the last half of the year each eighth grade boy was allowed to select his problem from a group of models furnished by the director and the results of their selection and execution of work have been most satisfactory. Many times the director has heard or known of eighth grade boys saying in relation to their last half year's work, "Now we are doing work that amounts to something."

In the High School, work has been so planned as to introduce business methods and acquaint the pupils with essential industrial facts, related to their tools and work. All shop work in the High School is elective and as soon as a boy has made his choice of a project, a working drawing of the same is required. The dimensions are carefully gone over by the instructor and pupils, after which a "Mill Bill," giving the exact length, width and thickness of every piece in the project, is made out. This bill also states the kind of lumber desired, finish to be used, total number of square feet of lumber to be used, cost per square foot, and 50 per cent. of the cost, as each boy in the High School is required to pay to the Board of Education 50 per cent. of the value of the lumber he uses. All drawings and mill bills are completed before the student is furnished any material.

Another business feature of the shop work in all schools, is the use of a record card. This card serves many purposes,

but in general it furnishes a concise and accurate record of a boy's work for the entire year, giving his name, name of school attended, bench number, model constructed, amount of lumber used on each model, amount spoiled, if any, attendance at shop, record of conduct, name of his instructor, and record of rating secured by him on every piece of work completed. As a class enters the shop these cards are found in a neat case, made in the shops, hanging in a convenient place, and as each boy passes to his place at a bench he reverses his card, which indicates to the instructor, who later stamps his attendance on the card, that he is present.

Lack of time to plan and follow up some of these business methods, has resulted, especially in the High School, in not gaining from them all the good possible, but it is hoped that conditions as they will prevail in the new High School, will enable us to bring still more of the actual business practice of life closer to the school life of the pupil. "Not efficient" seems to be to-day the greatest criticism by the industrial world of the product of our schools, and it would naturally follow that the better we can acquaint our boys with the modern successful business methods and principles of the day, the nearer we will come to making them "efficient."

Another industrial feature of most of the High School classes has been brought quite strongly, during the past year, to the attention of the director. As I have already stated, each boy in the High School pays to the school authorities 50 per cent. of the value of the lumber used in constructing his piece. When completed, this piece of work practically becomes the property of the person making it, although really the school still has a 50 per cent. interest in it. This year many of the boys have wished to sell pieces they have constructed or to take orders for the construction of pieces desired by their friends and neighbors. So long as the school retains a 50 per cent. interest in pieces constructed, the boys do not feel at liberty to dispose of their work. A careful



CENTENNIAL PARADE.—BERKELEY SCHOOL.

consideration of the matter, and an investigation of similar conditions in other schools maintaining manual training departments, has led me to believe that it might be better to charge all High School students full value for all lumber used, and then the students would secure full ownership of pieces made by them. I believe that this problem, rightly handled, should result in much good, not only to the boys but to the school. To the boy, by introducing him to the actual question of supply and demand and the conditions attendant upon same; to the school, by showing the boy that it is really interested in making him better able to solve aright the problems of business as he will really meet them in later life.

In closing I wish to express my appreciation of the loyalty of Principals and Special Teachers to our work, and also the support afforded by the Superintendent of Schools and the Board of Education. I feel that a continuation of this loyalty and support will enable us, as we enter the new High School with its added facilities for shop practice, to make the work of our department of more vital and practical value to the boys who enter our shops.

Respectfully submitted,

W. E. LA QUAY,

Director Shop Work.

Mr. George Morris, Superintendent of Schools:

DEAR SIR:—I take pleasure in submitting the first annual report for the department of penmanship.

Throughout the year the aim has been to teach:

- (a) Correct position of the body, of the arm, and of the hand.
- (b) Relaxing exercises.
- (c) Penholding.

The upright position of the body gives freedom to the

muscles, the easy rhythmic motions as the pens glide over the paper, the straight spinal columns, and assists in keeping the eyes the proper distance, twelve inches or more from the paper.

Instructions has also been given in

- (a) Figures.
- (b) Small letters.
- (c) Words, sentences, etc.

Movement and speed have been kept in mind in all written work.

New pupils, coming from other towns, who have not had the Palmer System are given individual instruction.

No specially graded course to follow absolutely, can be arranged satisfactorily for this work, largely because the teachers must learn how to do the drill and apply the muscular movement in all their writing in order that they may be able to demonstrate clearly.

All pupils, from grade three to grade eight, have a manual of their own so they can see the muscular movement writing of exactly the right size and shape, and occupying exactly the right amount of running space. This is very necessary as they need plainly printed instructions with the copies, which tell them exactly what to do and how to do it, as they progress from step to step.

It is evident that the teachers have been much interested in the work, as a goodly number of Teachers' Certificates for Penmanship have been granted during the year.

There has been marked improvement in writing in all grades this year, especially in the primary grades, as they have been taught the Palmer Method from the first.

In closing my report, I want to thank the Superintendent and Principals for the hearty support given me in my work in each of the schools, also the class teachers for their earnest co-operation.

Respectfully submitted,

ETHEL SMITH,
Supervisor of Penmanship.

Mr. George Morris, Superintendent of Schools:

DEAR SIR:—I respectfully submit my third annual report as principal of the Evening School.

In submitting this report I cannot emphasize one subject above another for in Evening School work there is but one aim to all subjects, to make the pupils of more value to their employers, to the community and to the home. In presenting the work in English and Arithmetic the problem is to drive home, in a period of a few months, the work requiring a year or more in our day schools. In the advanced subjects the aim is to introduce the student to High School work. These ends are not reached without considerable labor, for night school cannot command the regular attendance of day school nor yet can the classes be graded as carefully. These difficulties are met, however, and results obtained through the conscientious individual work of the teacher.

From year to year one subject seems to attract more than another. For the past year exceptional work and interest was shown in the cooking class and in the foreign class for beginners. The work in science was also rather exceptional. This department, we hope, with the better accommodations of the new High School will become one of our most valuable courses in Evening School.

The transfer of the Night School from the old High School building to the new will offer an opportunity to enlarge the curriculum. I would suggest along this line a continuance of our class in higher mathematics, and the formation of a class for the eighth grade graduates, who for various reasons are unable to take up regular High School work. A special course of study could be planned which would introduce them to the subjects beyond the bare essentials of the day school.

Of the 360 pupils enrolled for the year faithful work and regular attendance was shown by the 71 who received cer-

tificates. Another item of interest and encouragement was the number of reputable business houses of Bloomfield which applied at school for young men and women to fill positions.

Respectfully submitted,

CLIFFORD WRAY,
Principal of Evening School.

Mr. George Morris, Superintendent of Schools:

DEAR SIR:—I herewith respectfully submit a report on the work of the Silver Lake Summer School for the year 1911.

The fifth annual session of the Silver Lake Summer School opened July 5, 1911, for a session of six weeks, with an increased enrollment over the previous years. The daily attendance throughout was very good and some very satisfactory results were obtained.

In a general way we followed the line of work of the preceding year. While the requirements of the State Law in regard to grade work were respected, a very great emphasis was placed upon the study of oral and written English. The conversation of the children was watched and carefully criticised. In the study of geography, the drawing of maps was an important feature.

The usual enthusiasm was shown in the manual training department. Each of the girls of the sewing class made herself a dress and various other useful articles. The girls were especially encouraged to sew at home and the cheerful co-operation of the parents was received, showing that a real necessity was being met. The shopwork of the boys was of high character. Many useful articles for household use were made.

Music had an important part in our work and games and marching were much enjoyed by the children. The singing of a number of the season's popular songs, as well as the

patriotic airs, was always sure to awaken the interest of the pupils. Though no exhibition was held many people of the town came and viewed the work of the pupils while school was in session.

We are very grateful to the Superintendent and Board of Education for helpful suggestions and hearty co-operation.

Very respectfully yours,

JOSEPH C. WILSON,
Principal, Silver Lake Summer School.

Mr. George Morris, Superintendent of Schools:

DEAR SIR:—After a trial of three and a half years of medical inspection in our public schools it has seemed to me that this year's report might well include an analysis and partial interpretation of our records. Your attention is therefore specially invited to a study of the following figures, which have been prepared with a view to bringing out certain particular features of the work:

| | |
|--|-------|
| Number of visits to schools—(Brookdale, Brookside, | |
| Center and High)..... | 119 |
| Number of enrolled pupils..... | 1,407 |
| Number of examinations—Boys, 790 } | 1,643 |
| Girls, 853 } | |
| Number of negative examinations..... | 644 |
| Number of cases reported to parents— | |
| (a) For poor condition of teeth..... | 115 |
| (b) For uncleanness..... | 20 |
| (c) For non-vaccination..... | 15 |
| (d) Unclassified..... | 9 |
| | 159 |
| Number of cases referred to physicians— | |
| (a) For condition of eyes or eyelids..... | 112 |
| (b) For nose and throat conditions..... | 168 |

| | | |
|--|-----|-------|
| (c) For defective hearing..... | 12 | |
| (d) For general condition (anaemia, malnutrition, etc.)..... | 10 | |
| (e) Unclassified..... | 16 | |
| | — | 318 |
| Number of examinations of pupils kept under observation..... | | 122 |
| Number of cases untreated and unimproved since last previous school examination— | | |
| (a) As to condition of teeth..... | 102 | |
| (191 referred in 1910-1911) | | |
| (b) As to condition of eyes..... | 46 | |
| (113 referred in 1910-1911) | | |
| (c) As to condition of nose and throat..... | 99 | |
| (245 referred in 1910-1911) | | |
| (d) Miscellaneous.. | 11 | |
| (38 referred in 1910-1911) | | |
| | — | 258 |
| Number of cases improved but not brought up to normal or negative standard since last previous school examination..... | | 41 |
| Number of cases reporting themselves as under treatment..... | | 45 |
| Number of exclusions..... | | 32 |
| Number of readmissions..... | | 24 |
| | — | 1,643 |

It has been charged against medical inspection that practically nothing outside of a list of the physical deficiencies of school children is gained thereby. These deficiencies, relating chiefly to teeth, eyes, noses and throats, we have certainly found, and each of our annual reports, as well as this one has noted them.

This year for the first time, however, an effort has been made to find out just what proportion of defects, to which the attention of parent or guardian has been called, has received

no treatment, the condition of the child remaining unchanged from one yearly examination to the next.

From the viewpoint of actual accomplishment, the figures are encouraging, from that of ideal achievement, they leave much to be desired. Thus, of the 191 children referred to their parents for decayed teeth in 1910-1911, nearly 50 per cent. were found improved or negative in this respect a year later. On the other hand, more than 50 per cent. were found unimproved—that is to say, in 102 children the process of local decay was advancing, unnecessary pain was being endured, mental and physical efficiency was being increasingly impaired and earning capacity was being lowered. Good temporary or milk teeth make for good permanent teeth, and good permanent teeth make for good health, good work, pleasing appearance and commercial value. It should be remembered that many cases of slight decay are not reported since they are not readily detected in routine medical (as opposed to dental) examination.

In the same way, our 60 per cent. corrections of defective vision and of defective nose and throat conditions, with their consequent, far-reaching train of good results, to which parents, teachers and pupils themselves testify, is in itself a definite, real gain. But what of the other 40 per cent? Forty-six pairs of defective eyes, 99 mouth-breathers, etcetera? Many of these latter children, by the way, have more than one defect, and it should be noted that these figures represent individuals. Eighty-five children whom we referred this year have multiple defects.

Certain local conditions and my findings as medical examiner made the selection of a subject for a medical lecture before the teachers in November comparatively easy, and so I presented to them the latest and most authoritative information on four public health measures: (1) vaccination, (2) oral hygiene, (3) ventilation and (4) personal cleanliness. The responsibility of the individual to the community at large in

relation to the spread of preventable disease and disability was emphasized. This meeting with the teachers gave opportunity for demonstrating the real unity of our aims and endeavors, shown at the time by attentive interest, and throughout the year by the working out of practical plans to further the desired ends.

During the latter half of the school year there was an unusual number of cases of infectious diseases in all the elementary schools. These consisted, for the most part, of measles, German measles, chicken-pox and whooping cough. To check the spread of these diseases when once they appear in any number in a given community is practically impossible, but there is no doubt that careful supervision limits the actual number of cases. This we believe we accomplished by the intelligent vigilance of all the authorities concerned.

The very small number of cases of communicable skin disease is worthy of special mention, and a matter of congratulation. Not more than a dozen of these have appeared in my schools this year.

Among the ideals yet to be realized here are (1) hot water for the use of the pupils in the lavatories, (2) a system of humidifying the air in the school-rooms, and (3) one or two open-air rooms for the use of the subnormal child. Doubtless these will all come with a more general knowledge of their value and the popular demand for them.

In the meantime, no effort will be spared to do everything possible to enhance the value of the work. Its present worth is largely due to the kindly and efficient assistance of Superintendent, principals and teachers, whose willing co-operation has again made the work not only easier, but also more adequate than it otherwise could have been.

GERTRUDE WARD,
Medical Inspector.



CENTENNIAL PARADE.—CENTER SCHOOL.

Mr. George Morris, Superintendent of Schools:

DEAR SIR:—In my retrospection of the work done by me as Medical Inspector for the school year just closing, it is with some degree of pride and satisfaction that I can report to you a more satisfactory year's work done than during any previous year. Although the cases referred to the parents for needed treatment have not all had the necessary care required, still the percentage of cases returned to school having the defects properly treated was greater this year than was the case last year.

Many more pupils would have been given better attention from the parents had it been possible to have a school nurse to visit the homes and get in direct touch with the parents in individual cases.

The schools under my care have been free from any serious epidemic of contagious diseases. There were only a few isolated cases of scarlet fever and diphtheria among the pupils, and, thanks to the very efficient quarantine established by our Board of Health in these cases, there was no spread of the disease among the classes. Measles and chicken-pox appeared during the Spring months in Berkeley and Wat-sessing Schools, as did a few cases of mumps at Silver Lake School. The outbreak of measles was mostly "German" (Rubella) and none of the children were seriously sick, some of them scarcely sick at all, still the necessary quarantine required in a contagious disease was rigidly enforced and this interfered somewhat with the attendance at these two schools. As was the case last year, the Silver Lake School was again the most free from contagious diseases of any of my schools.

A high standard of sanitation has been maintained this year in the three large schools which have modern buildings and equipment. While this high standard cannot be maintained at Silver Lake, still the new toilets, connected to the sewer have been a great improvement over the old ones. We

hope to have a new modern school building at Silver Lake in the near future, which will solve the question of sanitation there. Even though the surroundings at Silver Lake are not all that could be desired, still the progress made by the pupils in hygiene has been most marked. The teachers, as well as myself, have given considerable time in teaching them the value of fresh air, both by day and by night, as well as cleanliness of body and clothing.

This report would not be complete did I not mention the hearty co-operation accorded me in my medical inspection work by the principals and teachers of my schools. Too much credit can not be given them for the success of the work.

During the Fall an anti-vaccination crusade, led by a local clergyman, somewhat impeded our work of inspection and created a note of discord in the school in which district he resided. With but few exceptions the parents complied with the rule of the Board of Education in regard to vaccination, and the school work was regularly resumed.

The detailed report of the year's work follows:

In my Fall inspection I examined 291 boys and 268 girls—total 559. Of these 224 were negative, 198 were referred to parents for defects that needed correcting, 3 were kept under observation and 20 were excluded for contagious eye and skin disease and vermin. I found 159 children with decayed teeth, 19 with defective sight, 2 with defective hearing, 173 with tonsils and adenoids, 26 with nasal catarrh, 8 with enlarged glands, 11 with wax plugs in ears, 1 polypus in nose and 14 anaemic.

During the year I had 73 pupils referred to me, of which 41 were negative, 22 were referred to parents for minor defects, 1 was excluded and 3 kept under observation.

Watssessing: In my general inspection of this school I examined 171 boys and 170 girls, total 341. Of these, 216 were negative, 71 were referred to parents or physician, 13 were excluded and 3 kept under observation.

The defects found and referred to parents were as follows: 59 with decayed teeth, 2 with defective sight, 2 defective hearing, 65 with enlarged tonsils and adenoids, 5 with nasal catarrh.

During the year I had referred to me for inspection 164, of which 78 were negative, 50 were referred for defects, 25 excluded and 11 kept under observation.

Fairview: The general inspection resulted as follows: 219 boys, 233 girls, total 452. Of these 220 were negative, 158 were referred to parents and 10 excluded, 19 were found with defective sight, 7 with defective hearing, 130 with teeth decayed, 56 with enlarged tonsils and adenoids, 17 with nasal catarrh, 1 with enlarged cervical glands, 4 with otitis, 3 with polypus in nose and 9 with wax plugs in ears.

During the year I had 107 pupils referred for inspection, of which I found 77 negative, 28 were referred to parents for slight defects, 1 excluded and 1 under observation.

Silver Lake: In this school at the general inspection I examined 46 boys and 53 girls, total 99. Of these 49 were negative and 29 were referred to parents. The defects found were 2 with eye diseases, 5 with skin diseases, 14 with decayed teeth, 29 with enlarged tonsils and adenoids, 5 with defective sight, 2 with defective hearing, 11 with nasal catarrh and 2 with rachitis.

During the year there were 61 pupils referred to me, of which 21 were negative, 29 were referred to parents with slight ailments, and 11 were excluded. Total number of pupils examined during the year, 1,836.

Respectfully submitted,

J. S. WOLFE, M. D.,

Medical Inspector.

SCHOOL ENROLLMENTS.

DAY SCHOOLS.

NET ENROLLMENTS 1911-1912.

| | |
|--------------------------------|-----|
| No. 1. High School..... | 318 |
| No. 2. Berkeley School..... | 670 |
| No. 3. Brookside School..... | 528 |
| No. 4. Center School..... | 432 |
| No. 5. Brookdale School..... | 118 |
| No. 6. Silver Lake School..... | 136 |
| No. 7. Fairview School..... | 541 |
| No. 8. Watsessing School..... | 431 |

Total..... 3,174

TOTALS.

TOTALS.

| | | | |
|-----------|------|-----------|------|
| 1890..... | 1008 | 1904..... | 2153 |
| 1893..... | 1161 | 1905..... | 2247 |
| 1896..... | 1382 | 1906..... | 2425 |
| 1897..... | 1477 | 1907..... | 2562 |
| 1898..... | 1643 | 1908..... | 2629 |
| 1899..... | 1678 | 1909..... | 2688 |
| 1900..... | 1760 | 1910..... | 2751 |
| 1901..... | 1774 | 1911..... | 2966 |
| 1902..... | 2972 | 1912..... | 3174 |
| 1903..... | 2102 | | |

DAYS' ATTENDANCE.

| | |
|-----------|---------|
| 1902..... | 244,000 |
| 1903..... | 264,000 |
| 1904..... | 288,000 |
| 1905..... | 308,000 |
| 1906..... | 337,900 |
| 1907..... | 350,000 |
| 1908..... | 371,000 |
| 1909..... | 380,000 |
| 1910..... | 392,000 |
| 1911..... | 431,000 |
| 1912..... | 455,000 |

EVENING SCHOOL.

| | | | |
|-------------------------------|-----|-----------------------|------|
| Net Enrollment 1904-1905..... | 211 | Total Attendance..... | 2673 |
| Net Enrollment 1905-1906..... | 232 | Total Attendance..... | 4369 |
| Net Enrollment 1906-1907..... | 273 | Total Attendance..... | 5076 |
| Net Enrollment 1907-1908..... | 268 | Total Attendance..... | 5225 |
| Net Enrollment 1908-1909..... | 285 | Total Attendance..... | 7405 |
| Net Enrollment 1909-1910..... | 284 | Total Attendance..... | 7671 |
| Net Enrollment 1910-1911..... | 309 | Total Attendance..... | 7087 |
| Net Enrollment 1911-1912..... | 321 | Total Attendance..... | 6565 |

PARENTS' ASSOCIATION.

Executive Committee.

BERKELEY SCHOOL, No. 2.

Frederic R. Pilch, Chairman.

| | |
|------------------------|------------------------|
| Mrs. Robert Betts, | Dr. J. S. Wolfe, |
| Mrs. T. Reese Edwards, | Mr. Charles F. Kocher, |
| Mrs. J. S. Wolfe, | Mr. Samuel Ellor. |

BROOKSIDE SCHOOL, No. 3.

William A. Baldwin, Chairman.

| | |
|-------------------------|------------------------|
| Mrs. Edward M. Baldwin, | Mr. Edward M. Baldwin, |
| Mrs. T. Howell Johnson, | Mr. T. Howell Johnson, |
| Mrs. W. F. Harrison, | Dr. W. F. Harrison, |
| Mrs. Jesse I. Taylor, | Mr. Jesse I. Taylor. |
| Miss L. Arvilla Martin, | |

CENTER SCHOOL, No. 4.

George E. Bedell, Chairman.

| | |
|------------------------|----------------------|
| Mrs. George E. Bedell, | Mr. J. F. Vogelius, |
| Mrs. William Biggart, | Mr. William Biggart, |
| Mrs. George Morris, | Dr. S. C. Hamilton |
| Miss Elizabeth Otis, | Mr. George Morris. |

FAIRVIEW SCHOOL, No. 7.

Mr. Charles H. Madole, Chairman.

| | |
|-------------------------|-----------------------|
| Mrs. Charles H. Madole, | Miss Ida E. Robinson, |
| Mrs. Charles Vogelius, | Mr. Charles Vogelius, |
| Mrs. Levi Crowell, | Mr. Levi Crowell, |
| Mrs. Charles Seibert, | Mr. Charles Seibert, |
| Mrs. George Roesch, | Mr. George Roesch, |
| Mrs. Howard Thomas, | Mr. Howard Thomas, |
| Mrs. Arthur Ball, | Mr. Arthur Ball. |

FINANCIAL STATEMENT.

RECEIPTS.

| | | |
|--|-------------------------------|---------------------|
| June 30, 1911. | Balance in hands of Treasurer | |
| Current Expenses..... | | \$ 100 50 |
| Manual Training..... | | 2,819 93 |
| New Buildings, High School..... | | 95,478 29 |
| Received from State, Current Expenses..... | | 62,957 12 |
| " " Town, Current Expenses..... | | 38,000 00 |
| " " State, Manual Training..... | | 5,000 00 |
| " " Town, Manual Training..... | | 5,000 00 |
| " " Town, Buildings..... | | 9,000 00 |
| " " Interest on deposits, New Buildings..... | | 2,681 03 |
| " " Town, New Buildings..... | | 60,000 00 |
| " " Tuition..... | | 410 00 |
| " " Miscellaneous Sources..... | | 301 18 |
| " " Temporary loan for railroad tax not yet received.... | | 7,872 68 |
| | | <u>\$289,620 73</u> |

DISBURSEMENTS.

| | |
|---|--------------|
| Teachers' Salaries..... | \$ 81,645 27 |
| Janitors' Wages | 5,660 00 |
| Repairs..... | 9,243 29 |
| Books..... | 1,987 43 |
| Supplies..... | 4,115 92 |
| Libraries..... | 271 02 |
| Transportation of Brookdale Pupils..... | 450 00 |
| Insurance..... | 1,170 00 |
| Printing..... | 394 97 |
| Medical Inspection.... | 700 00 |
| Rent..... | 780 00 |
| Fuel-light-power.... | 7,884 52 |
| Salary of Secretary..... | 600 00 |
| New Building, High School..... | 97,737 68 |

MANUAL TRAINING.

| | |
|---------------------------|-----------|
| Plant..... | \$ 146 92 |
| Material..... | 2,268 15 |
| Salaries of Teachers..... | 7,833 50 |
| | <hr/> |
| | 10,248 57 |

BALANCES IN HANDS OF TREASURER.

| | |
|-----------------------|--------------|
| Current Expenses..... | \$ 2,879 85 |
| Manual Training..... | 2,571 36 |
| New Buildings..... | 60,421 64 |
| Buildings..... | 859 21 |
| | <hr/> |
| | \$289,620 73 |

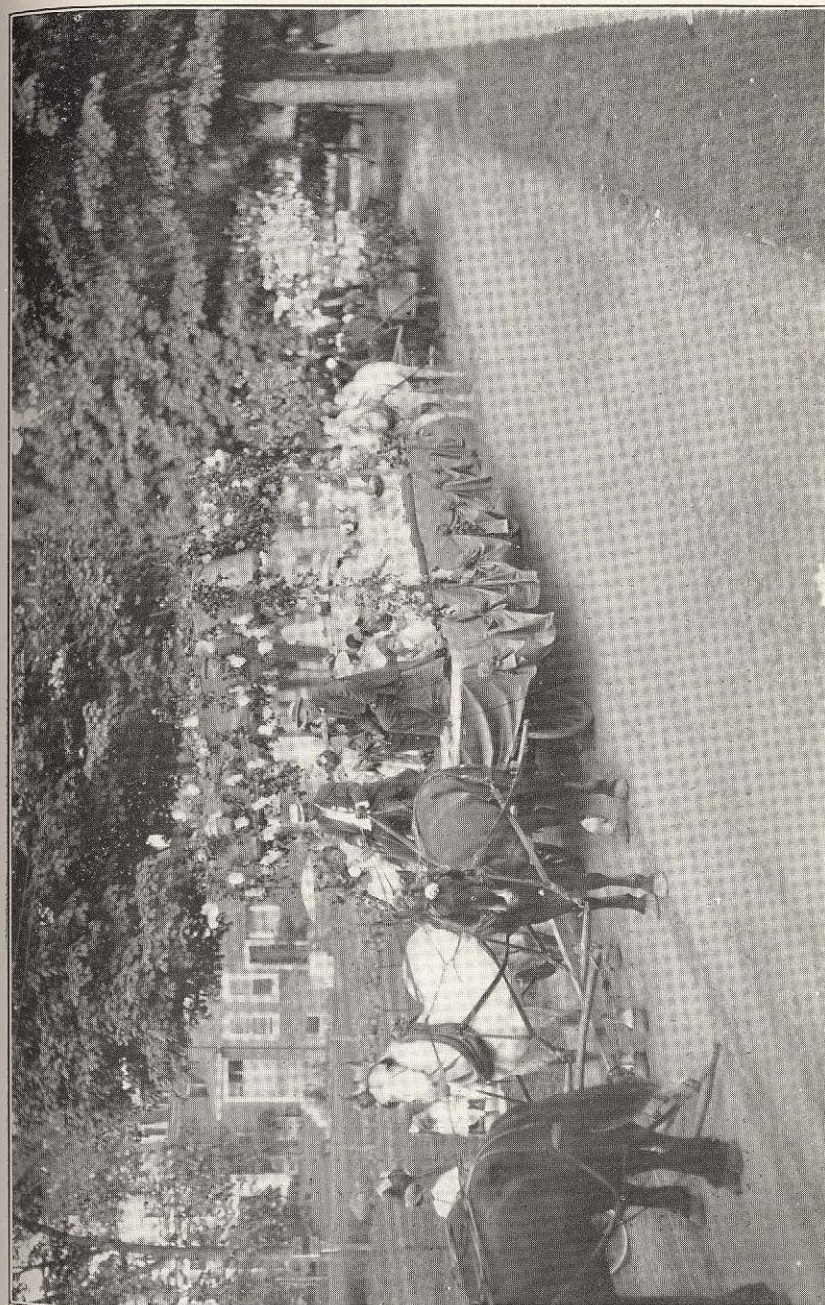
NEW BUILDINGS.

RECEIPTS.

| | |
|---|--------------|
| Balance in hands of Treasurer, June 30, 1911..... | \$ 95,478 29 |
| Bonds..... | 60,000 00 |
| Interest..... | 2,681 03 |
| | <hr/> |
| | \$158,159 32 |

DISBURSEMENTS.

| | |
|--|--------------|
| Central Carolina Construction Company..... | \$ 83,184 08 |
| Lewis & Kitchen..... | 12,312 00 |
| Architect's Fees..... | 1,454 79 |
| Miscellaneous Items..... | 786 81 |
| Balance in hands of Treasurer..... | 60,421 64 |
| | <hr/> |
| | \$158,159 32 |



CENTENNIAL PARADE.—BROOKDALE SCHOOL.

RULES AND REGULATIONS.

SESSIONS.

Elementary Schools, 9:00 to 11:55 A. M.
1:15 to 3:00 P. M.

Morning Recess 10 minutes.

Kindergartens, 9:00 to 11:30 A. M.
1:15 to 2:30 P. M.

High School, 9:00 to 12:10 A. M.
1:40 to 3:10 P. M.

School doors open at 8:30 A. M. and close at 3:30 P. M. From December 1 to March 30, the buildings are open during the noon hours. At all other times the doors are open from 8 A. M. to 4 P. M., only when the weather is wet or stormy.

The Superintendent of the Schools may order half-day sessions because of weather conditions.

Excuses for absence or tardiness must be signed by the parent or guardian, and state that the absence or tardiness was with the knowledge and approval of the signer or the equivalent. All lessons may be counted zero until made up in a manner satisfactory to the teacher. No lesson may be made up until an excuse has been accepted.

No charitable appeals may be laid before any class.

No person may visit any school or class to see any teacher or pupil upon business of any kind.

The schools are always open to the inspection of the public, and parents and citizens are cordially invited to visit them at any time.

Teachers are present at school from 8:40 A. M. to 12 M., and from 1 P. M. to 3:30 P. M.

Teachers visit two days each year such schools as they may arrange with their superior officers, and report in writing. In addition, teachers may be absent on account of sickness

two days in the year without deduction of compensation. Such sickness is certified in writing to the Superintendent. For all other absences of less than twenty consecutive school days, the amount paid substitute is deducted. Absence without accepted excuse leads to deduction of salary in full. Special cases are referred to the Board.

The compensation of substitutes is \$1.50 per school day in Grades I to VIII, also in the Kindergarten, and \$2.50 in Grades IX to XII. Substitutes who serve five days continuously in the same class may receive \$10.00 per week. Substitutes certify in writing to the Superintendent each day's service at each time.

Principals will report in writing, monthly or oftener, failures of specialists or class teachers to be present upon the time set in these schedules and rules.

The duties of teachers include required attendance at school, grade, special and general meetings, not exceeding five in any one month. The duties of principals and specialists include required attendance at all meetings designated by the school authorities. Teachers and principals visit the pupils' homes in the performance of their educational obligations to circumvent truancy, to quarantine cases of suspected disease, and to consult parents in their children's interests. The results of such visits, when unsatisfactory or otherwise noteworthy, are reported in writing to the proper authorities.

Tuition for non-residents shall be as follows:

High School, \$60 per year.

Grammar Grades, \$40 per year.

Primary Grades, \$20 per year.

FREE PUBLIC EVENING LECTURES AT CENTER SCHOOL.

1911

October 20—"The City of Mexico," by Mr. Isaac F. Smith.

November 10—"Custer's Land and Indian Country," by Mr. Arthur K. Peck.

December 1—"Washington, the Beautiful City," by Mr. G. N. Cross.

December 15—"Forestry, and Forest Activities," by Mr. S. F. Mereseau.

1912

January 12—"California," by Mr. Robert G. Weyh, Jr.

February 2—"London, the Commercial Hub of the World," by Mr. Robert Castagoner.

February 16—"Folk Songs of Italy," by Mr. Lewis W. Armstrong.

March 8—"Washington, Lincoln and Grant," by Mr. W. R. Goss.

CALENDAR FOR 1912-1913.

FIRST TERM.

Begins Monday, September 9, 1912.

Ends Friday, December 20, 1912.

SECOND TERM.

Begins Monday, January 6, 1913.

Ends Friday, March 21, 1913.

THIRD TERM.

Begins Monday, March 31, 1913.

Ends Thursday, June 26, 1913.

HOLIDAYS.

Labor Day.

Columbus Day.

State Election Day.

Thanksgiving Day and day after.

Lincoln's Birthday.

Washington's Birthday.

Good Friday.

Memorial Day.

PROGRAMS OF GRADUATION.

No. 1.—HIGH SCHOOL, JUNE 25.

Overture, Golden Sceptre - - - - - Schlepegrell
 Processional, Grand March "Aida" - - - - - Wagner

Orchestra and Chorus.

Invocation
 Overture, Lustspiel - - - - - Keler-Bela op. 73
 Chorus, Olav Trygvason - - - - - Grieg. op. 31
 Reading, "Heart of Old Hickory" - - - - - Will Allen Dromgoole

Gertrude Skidmore Taylor

Oration, "Expression in Music."

Cecelia Estell Hummel.

Solo and Chorus, We'll Gaily Sing - - - - - Pinsuti
 Solo—May Storm

Orations, Conservation in the United States
 (a) Saving the Forests

George Bancroft Roesch

(b) The Reclamation of Waste Lands
 Marion Cooper Gilbert

(c) Our Dearest Possession—The Child
 Mary Frances Hughes

Chorus, March of the Toreadors "Carmen" - - - - - Bizet

Address to Graduates

Rev. W. T. Lipton

Presentation of Alumni Prize

Miss Natalie A. Bourne

President High School Alumni Association.

Presentation of Diplomas

Mr. Frederic M. Davis

School Song

Benediction

At the Piano—Clifford Hotaling

DIPLOMAS

| | |
|-------------------------|--------------------------|
| Minnie Barbara Aue | Alexander Thomas Morelli |
| J. Warren Albinson | A. Dorothy Carol Maier |
| Helen Cadmus | Douglas Brown Moore |
| Emma Frances Cooper | Mary Paton |
| Verna Grace Dale | L. Adele Richards |
| Anna Marguerite Doscher | George Bancroft Roesch |
| Esther Ingeborg Edland | Robert O. Sternberger |
| Marion Cooper Gilbert | Florence Ruth Snaveley |
| Mary Frances Hughes | Earle Adolphis Taylor |
| Cecelia Estell Hummel | Beatrice Taylor |
| Martha Johnson | Gertrude Skidmore Taylor |
| Ralph Dennison Joeckel | Mary Martha Vogeliuss |
| Ruth Johnstone | Dorothy Winner |
| Ruth Marguerite Kimball | Reba Howell Whiteman |
| John Douglas Martin | Elizabeth Wells |

CERTIFICATE

John Douglas Lawrence

GRADUATES BY YEARS.

| Year | Diplomas | Year | Diplomas | Year | Diplomas |
|-----------|-----------|-----------|----------|-----------|----------|
| 1876..... | 11 | 1889..... | 10 | 1902..... | 13 |
| 1877..... | 5 | 1890..... | 6 | 1903..... | 15 |
| 1878..... | 5 | 1891..... | 15 | 1904..... | 17 |
| 1879..... | 2 | 1892..... | 12 | 1905..... | 10 |
| 1880..... | No record | 1893..... | 18 | 1906..... | 19 |
| 1881..... | No record | 1894..... | 10 | 1907..... | 17 |
| 1882..... | No record | 1895..... | 15 | 1908..... | 18 |
| 1883..... | 6 | 1896..... | 12 | 1909..... | 25 |
| 1884..... | 12 | 1897..... | 8 | 1910..... | 14 |
| 1885..... | 8 | 1898..... | 8 | 1911..... | 20 |
| 1886..... | 4 | 1899..... | 12 | 1912..... | 30 |
| 1887..... | 13 | 1900..... | 9 | | |
| 1888..... | 9 | 1901..... | 18 | | |

RECORD OF PERFECT ATTENDANCE.

| | |
|---|-------------------|
| For Seven Years | |
| Fearon Moore | Douglas Moore |
| For Five Years | |
| Irving Borchers | Victoria Edland |
| Percival Chance | Perry Moore |
| Verna Dale | Charles Seibert |
| For Four Years | |
| Lillian Parker | Ruth Ayers |
| Mildred Demarest | |
| For Three Years | |
| James Doyle | Olive Mills |
| For Two Years | |
| Elwood Adler | Martha Hock |
| Clara Blumenfeld | Frederick Kircher |
| Josephine Christie | Emilie Lindner |
| Hazel Fretz | Nellie Lore |
| Gladys Gaffney | Russell Morrison |
| Gladys Heischman | Henry Teall |
| James Thompson | |
| In addition to the above the following have been neither Absent nor Tardy during the Year 1911-1912 | |
| Helen Brady | Cecelia Hummel |
| Howard Canfield | Gertrude Hummel |
| Norman Dahl | Paul Lynch |
| Catherine Fish | Harry Riorden |
| Rita Goggin | Edna Smith |
| Fletcher Whittemore | |

No. 2.—BERKELEY SCHOOL, JUNE 24.

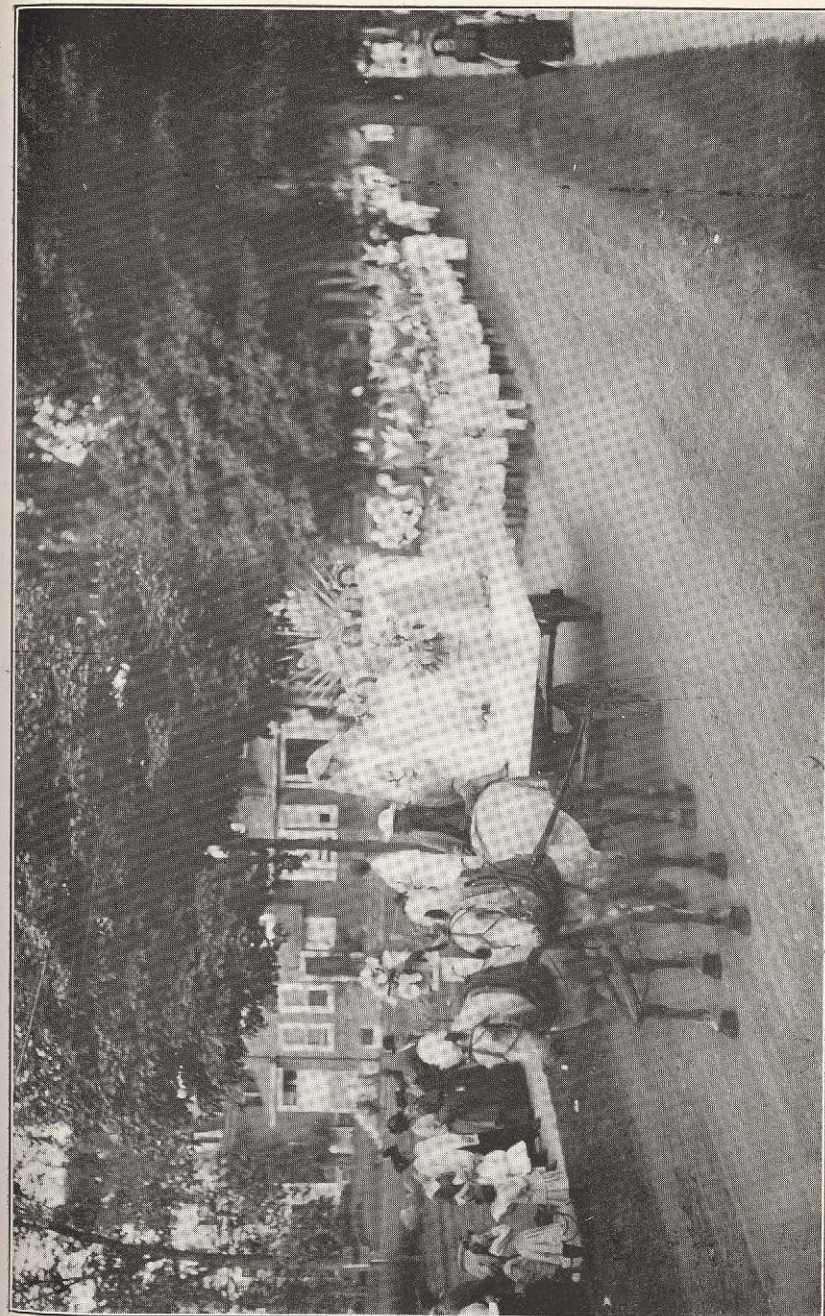
Invocation - - - - - Rev. Wm. P. Taylor
 Rector St. Paul's Episcopal Church, East Orange
 Chorus, (a) Springtime - - - - - Mildenberg
 (b) Clang of the Forge - - - - - Rodney
 Recitation, Little black-Eyed Rebel - - - - - Carleton
 Priscilla Jacobus
 Chorus, Welcome Pretty Primrose - - - - - Pinsuti
 Recitation, Hanging the Picture - - - - - Jerome
 Alfred Raymon Capon.
 Cornet Solo, Mine
 Joseph Northrop Roy. (Second Honor.)
 Recitation, The Unknown Speaker - - - - - Lippard
 Edward Hamilton Ford. (Highest Honor.)
 Solo and Chorus, My Old Town - - - - - Hippodrome
 Kenneth Coleman Smith
 Class Presentation - - - - - Myrtle Charlesworth Lindsay
 Presentation of Diplomas
 Mr. Frederic R. Pilch, Member Board of Education
 Chorus, Class Song
 Presentation of Perfect Attendance Awards,
 Mr. Frederic R. Pilch, Member Board of Education
 Chorus, America

GRADUATES

| | |
|-----------------------------|-------------------------|
| Alfred Raymon Capon | Alice Emily Hodder |
| Ralph Morrow Cooke | Priscilla Jacobus |
| Edward Hamilton Ford | Richard Johnson |
| Millard Leslie Frank | George Wilbur Kierstead |
| Ruth May Hardman, | James Lowe |
| Myrtle Charlesworth Lindsay | Joseph Northrop Roy |
| Edward Francis McCarron | Frederick Samuel Rowe |
| Thomas David McKane | Joseph Francis Raaser |
| Harold Stanton Merwin | Kenneth Coleman Smith |
| John Faber Miller | Anna Pearl Weston |
| Genevieve Elizabeth O'Brien | Maude Watson Whittaker |

CLASS OFFICERS

| | |
|--------------------------|-----------------------------|
| President - - - - - | Kenneth Coleman Smith |
| Vice-President - - - - - | Myrtle Charlesworth Lindsay |
| Secretary - - - - - | Millard Leslie Frank |
| Treasurer - - - - - | Harold Stanton Merwin |



CENTENNIAL PARADE.—FAIRVIEW SCHOOL.

Pupils Neither Absent Nor Tardy For One Year

Mildred Balg, Connecting Class.

| | | | | | |
|---------------------|-------|-----|--------------------|-------|------|
| Helen Balg, | Grade | I | Curtis Pindar, | Grade | IV |
| Katherine Dresch, | " | I | Viola Widman, | " | IV |
| Gladys Mack, | " | II | Lena Clayton, | " | V |
| Charles Moormann, | " | II | Frances Hardman, | " | V |
| Martha Edgerley, | " | II | William Neu, | " | V |
| Helen Johnson, | " | II | Julius Frater, | " | VI |
| Susie Ashworth, | " | III | Margaret Ericsson, | " | VI |
| Percy Edwards, | " | III | Linnea Ericsson, | " | VII |
| Edith Fegreaus, | " | III | Harold Ault, | " | VII |
| Dorothy Bruce, | " | III | Gertrude Everett, | " | VII |
| Genevieve Lennox, | " | III | Clara Bollenbach, | " | VII |
| Edith Cox, | " | IV | Raymon Capon, | " | VIII |
| Elizabeth Ashworth, | " | IV | Alice Hodder, | " | VIII |
| Daniel Hildebrandt, | " | IV | Thomas McKane, | " | VIII |
| Bentley Ellor, | " | IV | Fred Rowe, | " | VIII |
| Clara Walters, | " | IV | Edward Ford, | " | VIII |
| John Weden, | " | IV | Priscilla Jacobus, | " | VIII |

Pupils Neither Absent Nor Tardy for Two Years.

| | | | | | |
|--------------------|-------|----|-------------------|-------|------|
| Anna M. Edwards, | Grade | I | Lucy Dahl, | Grade | VI |
| John Ericsson, | " | II | Clarence Allen, | " | VI |
| Florence Ellor, | " | II | Florence Johnson, | " | VI |
| Helen Jacobus, | " | II | Grace Jacobus, | " | VI |
| Charles Dresch, | " | II | Fred Widman, | " | VI |
| Robert Sommerkamp, | " | II | Harold Winkler, | " | VII |
| Mary Weden, | " | IV | Le Roy O'Neil, | " | VII |
| George Beesley, | " | IV | Helen Clayton, | " | VII |
| Dorothy Frater, | " | IV | Alice Weden, | " | VII |
| Milton Winkler, | " | IV | Myrtle Charles, | " | VII |
| George Hambacher, | " | IV | Annie Hambacher, | " | VII |
| Ruth Johnson, | " | V | Mary Jacobus, | " | VII |
| George Bohr, | " | V | Ruth Hardman, | " | VIII |
| Anna Jacobus, | " | V | Anna Weston, | " | VIII |
| Janette McKane, | " | V | Joseph Roy, | " | VIII |

Pupils Neither Absent Nor Tardy for Three Years

| | | | | | |
|--------------------|-------|-----|-------------------|-------|-----|
| George Dahl, | Grade | III | Lillian McCarron, | Grade | V |
| Charles Hambacher, | " | IV | George Borchert, | " | V |
| | | | Lillian Weston, | Grade | VI. |

Pupils Neither Absent Nor Tardy for Four Years.

| | | | | | |
|--------------------|-------|---|--------------------|-------|------|
| George Sommerkamp, | Grade | V | Edna Rist, | Grade | VI |
| | | | Elizabeth Johnson, | Grade | VII. |

Pupil Neither Absent Nor Tardy for Six Years.

Edward McCarron, Grade VIII.

No. 3.—BROOKSIDE SCHOOL, JUNE 24.

Prayer - - - - - Rev. J. Ogden Winner
 Chorus, Santa Lucia - - - - - Italian Folk Song
 Composition, Washington Irving
 Harry Gilbert Tappan
 Violin Solo, Berceuse from Jocelyn - - - - - Godard
 Max Von Zeppelin
 Chorus, The Bugler - - - - - From Pinsuti
 Recitation, Portrait of the School Master - - - - - Irving
 Helene Scherff
 Chorus, Kentucky Babe - - - - - Geibel
 Harp Solo (a) Song Without Words - - - - - Dulez
 (b) Watching the Wheat - - - - - Thomas
 Miss Irma Seibert
 Recitation, Description of a Dutch Farm - - - - - Irving
 Irene Louise Dusenbury
 Composition, Rip Van Winkle - - - - - From Irving
 John Collins Taylor
 Presentation of Certificates
 Dr. Morgan Hughes, Member Board of Education
 Presentation of Books for Perfect Attendance - - - - - Dr. Hughes
 Class Song - - - - - Words by Ruth Amelia King
 Chorus, America - - - - - Audience Singing

GRADUATES

| | |
|--------------------------|-------------------------|
| John Theodore Cieslinski | Ella May Paxton |
| Josephine H. Cieslinski | William Rall |
| Leda S. Cockefair | Fanning C. Rose |
| Elizabeth Cullen | Helen Virginia Seibert |
| Margaret Emily Dale | William Wallace Sempier |
| Irene Louise Dusenbury | Helena Irene Stances |
| Howard A. Florus | Helene Scherff |
| Herbert H. Fredericks | Ethel Perress Stevens |
| John E. Hummel | Harry Gilbert Tappan |
| Charles F. Hummel | John Collins Taylor |
| William M. Hummel | Nancy Thomas |
| John Francis Kopf | Max Von Zeppelin |
| Ruth Amelia King | Jacob F. Zimmerer |
| Ethel Mae Parsons | |

Pupil Neither Absent Nor Tardy for Five Years.
 Theodore Buck

Pupils Neither Absent Nor Tardy for Four Years.
 Stanley Gruchacz, Wallace Jacobus,
 Charles Hummel, Ruth King.
 John Hummel.

Pupils Neither Absent Nor Tardy for Three Years.
 Willard Bailey Ethel Stevens
 Stella Slavinski Florence Marshall
 Arthur Kopf H. Gilbert Tappan

Pupils Neither Absent Nor Tardy for Two Years
 Margaret Dale Peter Roth
 Marguerite Fornoff Julia Timko
 Ellsworth Hopper Mamie Eckert
 Jennie Stances Marion Haskell
 William Crapes, Malcolm Spinning
 Theodore Martini Mary Timko
 Olive Vogel

Pupils Neither Absent Nor Tardy for One Year.
 Percy Austin Stella Kalinoski
 Elizabeth Blashke Louise Markowitz
 John Cieslinski Ethel Parsons
 Florence Cullen Theodore Romig
 Helen Gahs Russell Rugg
 Robert Hummel Stanley Schneider
 Frederic Mink Mabel Bickler
 Margaret Romig Viola Chamberlain
 Edna Roth Elizabeth Cullen
 Helene Scherff George Herold
 Frances Strazalkowski Mary Kilbride
 Edna Benjamin Helen Martini
 Frederic Buck Paul Peters
 Julia Cieslinski Clara Roth
 William de Raja Anna Samplawska
 Robert Griffith Walter Stevens
 J. Collins Taylor Schuyler Tompson

No. 4.—CENTER SCHOOL, JUNE 24.

Opening Prayer - - - - Dr. George L. Curtis
Voices of the Woods - - - - Rubinstein's Melody in F
Choral Union.

The Last Shot, A Tale of the Indian Mutiny - - Reid
Louis J. Auerbacher, Jr. (Highest in His Class)

Merry June, Two Part Song - - - - Vincent
Seventh and Eighth Grades.

A Japanese School Boy's Letter Home - - Mathewson
George E. Carll

Blow Soft Winds, Two Part Song - - - - Vincent
Seventh and Eighth Grades

Ride of Collins Graves - - - - O'Reilly
Elizabeth M. Nixon

(a) Maybells and Flowers, Two Part Song - Mendelssohn

(b) Swing Song, Two Part Song - - - - Lohr
Choral Union

Lady Clare - - - - Tennyson
Maryland B. Nichols

Presentation of Certificates
Mr. Clarence E. Van Winkle, Member Board of Education

Class Song, Adapted

Presentation of Books for Perfect Attendance,
Mr. Clarence E. Van Winkle, Member Board of Education

Hail to Our Flag - - - - Keller

CLASS OFFICERS.

President - - - - Howell S. Cogan
Vice-President - - - - James Y. Tice
Secretary and Treasurer - - - - Maryland B. Nichols

GRADUATES

| | |
|--------------------------|-----------------------|
| Nicholas Arnold, Jr. | Dean McCroddan |
| Louis J. Auerbacher, Jr. | Helen A. Morris |
| Gladys Rushton Barrie | Maryland B. Nichols |
| Margaret E. Ballard | Elizabeth M. Nixon |
| Emilia M. Bauerle | P. Evelyn Powell |
| Marion M. Beyer | Edward Z. Von Rhein |
| Raymond A. Bloch | Elmer H. Stager |
| George E. Carll | Raymond E. Sharp |
| Howell S. Cogan | James Y. Tice |
| J. Cory Johnson | Wilbur Van Wagoner |
| Alice M. Johnston | Mabel Louise Vreeland |

Pupil Neither Absent Nor Tardy for Six Years.
J. Cory Johnson

Pupil Neither Absent Nor Tardy for Five Years.
Edward Z. von Rhein

Pupils Neither Absent Nor Tardy for Four Years
Howell S. Cogan Joseph Williams
Louise Schreiner

Pupils Neither Absent Nor Tardy for Three Years.
Katrine Loppacker

Pupils Neither Absent Nor Tardy for Two Years.
Helen Mae Cogan Elizabeth M. Nixon
Helen Brady Percy Noreen
Hazel Baxter Rose Van Sickle
Frank Williams

Pupils Neither Absent Nor Tardy for One Year.
Charles Amelung Henry James
Nicholas Arnold William James
Forgie Artopoulos Doris King
Cletus Artopoulos Edward Lambert
Ethel Adams Elizabeth Lambert
Richard Berry Helen A. Morris
James Berry Fred Manno
Marvin Christie Herbert Mathews
Frank Christie Edwin Richardson
Esta Decker Grace Stover
Bernadine Decker Wilmer Seifried
Harold Edwards Marion Schroeder
Harry Geib Fred Sommerkamp
Albert Harker Cecil Vandewater
Jean Harker Richard Vreeland
Roger Hadsell Anthony Zackarewicz

No. 7.—FAIRVIEW SCHOOL, JUNE 24.

Chorus, "America, the Beautiful" - - - J. S. Fearis

Members of the Graduating Class

Prayer

Dr. Wm. T. Wilcox, Pastor Westminster Presbyterian Church

Piano Duet, "Lustspiel" - - - Keler Bela

John H. Untiedt and Fred J. Roberts

Recitation, "The Ballad of Sweet P" - Ruth Estelle Baker

Scotch Folk Songs (a) "My Heart's in the Highlands"

(b) "Loch Lomond"

Members of the Graduating Class

Recitation, "Lochinvar" - - - Sir Walter Scott

Byron J. O'Neil

A. Japanese Sketch

Girls of the Graduating Class

(a) "A Japanese Love Song" - - Clayton Thomas

Duets by—

1. Eleanor Pierson, 3. Edith Dimond, 5. Ruth Baker,

2. Thema Lowell, 4. Lavinia Simmons, 6. Olga Wolff.

"The Girl on the Fan"

Helen Hopping

"The Man on the Package of Tea"

Harold Benjamin

(b) "The Story of a Japanese Home"

Edith Emily Dimond

(c) "The Japanese Flower Song" - - - Klein

Recitation, "When Malindy Sings" - - - Dunbar

Alice N. Hays

Southern Folk Song, "Massa's in de Cold, Cold Ground"

Members of the Graduating Class.

Recitation, "Old Glory" - - James Whitcomb Riley

Donald F. Peck

Chorus, "Where the Flag is Full of Stars"

Words by Henry Van Dyke

Members of the Graduating Class

(a) Presentation of Books for Prefect Attendance

(b) Presentation of Diplomas

Mr. James C. Brown, Member Board of Education

Address - - Hon. Wm. Hauser, Mayor of Bloomfield

School Song, "Fairview, Our Fairview" - - Corwin

GRADUATES.

Ervin Bell
Harold Benjamin
Gladys Marion Briscoe
Raymond Courad Buck
Ruth Estelle Baker
Robert Henry Caplan
George Kenneth Copelan
R. Kenneth Demarest
Edith Emily Dimond
Bernice C. Garrett
Harry Garlock
Alice Napier Hays
Gladys Violet Hughes
Helen Hopping
Richard M. Johnson
Alma Marion Lassen

Thema Bell Lowell
L. Violet Mewes
Marion Martha Moore
Eleanor R. Pierson
Donald Forsyth Peck
Fred James Roberts
Howard Rawson
Lavinia Harvey Simmons
Byron Joseph O'Neil
Ruth A. Scott
H. Ethel Turner
John Henry Untiedt
Lura May Van Tassel
Charlotte Jane Walton
James Clinton Wolfe
Olga Gertrude Wolff

CLASS OFFICERS

| | | | | | | |
|----------------|---|---|---|---|---|--------------|
| President | - | - | - | - | - | Byron O'Neil |
| Vice-President | - | - | - | - | - | Ervin Bell |
| Secretary | - | - | - | - | - | Donald Peck |
| Treasurer | - | - | - | - | - | Alice Hays |

Pupil Neither Absent Nor Tardy for Seven Years

Cornelia Hopping, Grade VI.

Pupil Neither Absent Nor Tardy for Five Years.

Edward Olsen, Grade VI.

Pupils Neither Absent Nor Tardy for Four Years

| | | | |
|-------------------|----------|---------------------|----------|
| Robert Johnstone, | Grade IV | Phyllis Westervelt, | Grade IV |
|-------------------|----------|---------------------|----------|

Pupils Neither Absent Nor Tardy for Three Years

| | | | |
|---------------------|-----------|------------------|---------|
| Agusta French, | Grade III | Lucy Whitefield, | Grade V |
| George Chance, | " IV | Hazel Brown, | " VII |
| Robert Bell, | " V | Mabel Chance, | " VII |
| Florence Johnstone, | " V | Jennie De Jonge, | " VII |
| John Lassen, | " V | Marie Raab, | " VII |
| Hazelton Twangeley, | " V | | |

Pupils Neither Absent Nor Tardy for Two Years.

Oscar Hopping, Connecting Class.

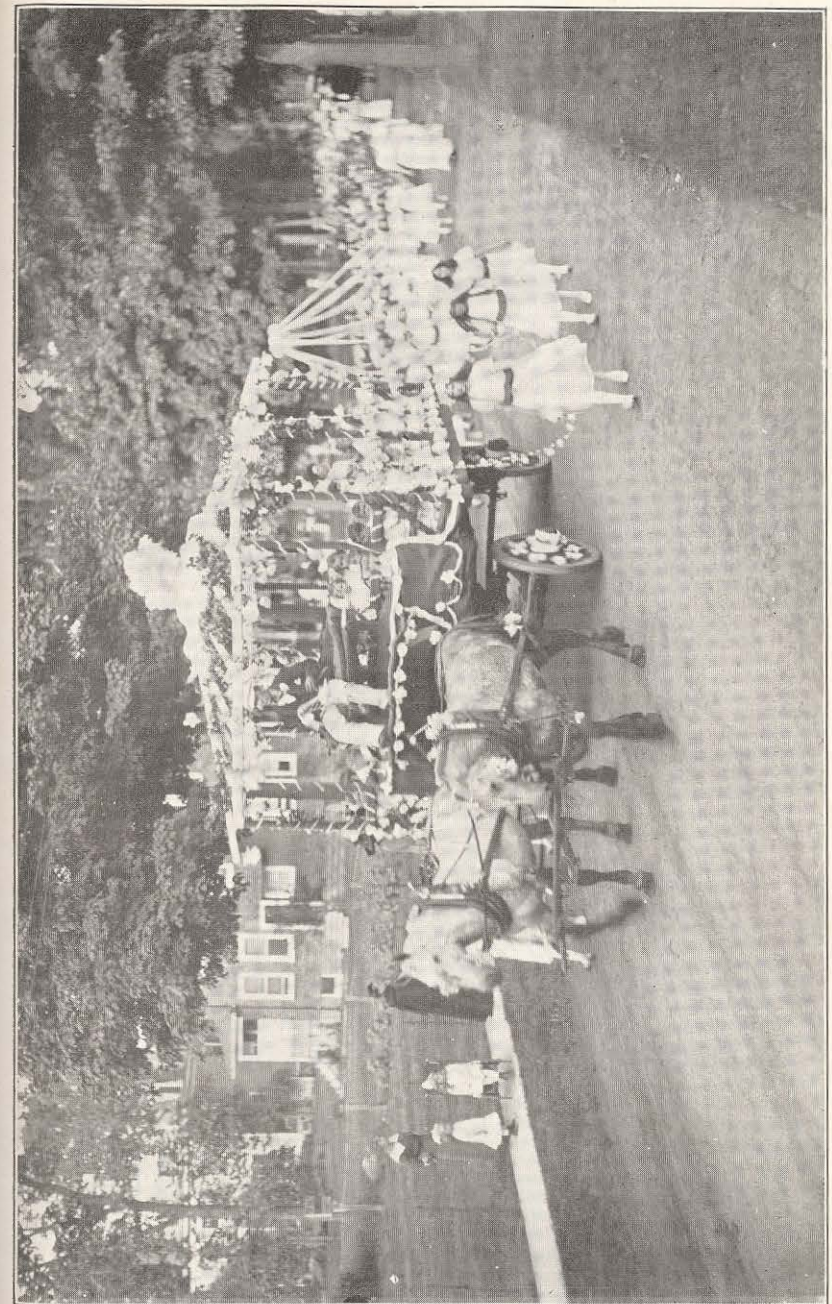
| | | | |
|--------------------|---------|---------------------|----------|
| Albert Chance, | Grade I | Mabel De Jonge, | Grade IV |
| George Darnstaedt, | " II | Charles Brozat, | " V |
| William Branch, | " III | Robert Mitchell, | " V |
| Alberta Hughes, | " III | John Walton, | " V |
| Helen Lassen, | " III | Henry Miller, | " V |
| Frances Mitchell, | " III | Edwin Dafter, | " V |
| Helen Heinze, | " III | Frances Richardson, | " V |
| George Oakes, | " IV | William Jones, | " VI |
| Herbert Supler, | " IV | Edytha Seibert, | " VII |
| Lillian Loder, | " IV | Fred Lassen, | " VII |
| Constance Meyer, | " IV | | |

Pupils Neither Absent Nor Tardy for One Year.

Harry Darnstaedt, Kindergarten.

Angeline Brunner, Nelson Evans, Connecting Class.

| | | | | | |
|-----------------------|-------|-----|---------------------|-------|------|
| Robert La Quay, | Grade | I | Ruth Buck, | Grade | V |
| May Weber, | " | I | Marie Untiedt, | " | V |
| Augustine Mulligan, | " | I | Ruth Darnstaedt, | " | V |
| Helen Angstman, | " | I | Elsie Lassen, | " | V |
| Walter Hetzel, | " | I | Earl Griffith, | " | VI |
| Charlotte Demarest, | " | I | Thomas Klenimski, | " | VI |
| Dorothy Klem, | " | II | Phyllis Bell, | " | VI |
| Antoniette Schindler, | " | II | Edna Fisher, | " | VI |
| Herman DeJonge, | " | II | Winifred Bell, | " | VI |
| Marg't Deutschberger, | " | II | Grace French, | " | VI |
| Mary De Moyne, | " | II | Edith Hopping, | " | VI |
| Donald La Quay, | " | II | Mertie Hopping, | " | VI |
| Clifford Brown, | " | III | Catherine Schwalm, | " | VII |
| Oscar Flaunner, | " | III | Gladys Oakes, | " | VII |
| Ruth Griffith, | " | III | Esther Murdoch, | " | VII |
| Marion Schulthess, | " | III | Julia Lipplegoos, | " | VII |
| Jacob De Jonge, | " | III | Isabella Johnstone, | " | VII |
| Mabel Whigam, | " | III | Grace Hopping, | " | VII |
| Harold Schulthess, | " | III | Florence Evans, | " | VII |
| Cecil Soley, | " | III | Edith De Moyne, | " | VII |
| William Latterette, | " | III | Chipman Walker, | " | VII |
| George Hopping, | " | III | Harold La Quay, | " | VII |
| Lloyd Dafter, | " | IV | George Richter, | " | VII |
| Grace Griffith, | " | IV | Raymond Buck, | " | VIII |
| Margaret Latterette, | " | IV | Kenneth Demarest, | " | VIII |
| Florence Schmidt, | " | IV | Byron O'Neil, | " | VIII |
| John Sonac, | " | V | Helen Hopping, | " | VIII |
| Irving Wright, | " | V | Violet Mewes, | " | VIII |
| Helen Melcher, | " | V | Ruth Baker, | " | VIII |
| Edward Brummer, | " | V | Marion Moore, | " | VIII |
| Albert Schwalm, | " | V | Charlotte Walton, | " | VIII |
| Howard Simonds, | " | V | John Untiedt, | " | VIII |
| Frank De Moyne, | " | V | | | |



CENTENNIAL PARADE.—WATSESSING SCHOOL.

No. 8.—WATSESSING SCHOOL, JUNE 24.

| | | | | |
|---|---|---|--|--------------------|
| The Iron Cross (Grand March) | - | - | - | E. Isenman |
| Watsessing School Orchestra | | | | |
| Prayer | - | - | Rev. H. S. Potter, Pastor Baptist Church | |
| Chorus, The Lord is My Shepherd | - | - | - | Koschat |
| President's Address | - | - | Roy Dayton Mead Canfield | |
| Chorus, Twelve by the Clock | - | - | - | C. Lloyd |
| Violin Solo, Adoration | - | - | - | F. Borowski |
| Victory Cecilia Christine Johnson | | | | |
| Duet, Night Hymn at Sea | - | - | - | A. G. Thomas |
| Grace Stonaker and Florence Elizabeth Ellor | | | | |
| Class Prophecy | - | - | - | Ralph Gato Kaufman |
| Chorus, Ombra mai fu | - | - | - | Handel |
| A Musical Dream | - | - | - | E. Isenman |
| Watsessing School Orchestra | | | | |
| Boys' Chorus, Sailor Maid | - | - | - | A. Wooler |
| Presentation of Diplomas | | | | |
| Mr. Arthur Ellor, Member Board of Education | | | | |
| Fairy Drill | | | | |
| Girls' Chorus (a) The Fairest Flower | - | - | - | D. Slater |
| (b) In a Garden | - | - | - | C. Hawley |
| Presentation of Awards for Perfect Attendance | | | | |
| Mr. Arthur Ellor, Member Board of Education | | | | |
| Chorus, Catastrophes | - | - | - | J. Parks |
| "America" | | | | |

CLASS OF 1912.

| | | | | |
|-----------------------------|---|---|---|-----------------------------------|
| Class President | - | - | - | Roy Dayton Mead Canfield |
| Class Vice-President | - | - | - | Victory Cecilia Christine Johnson |
| Class Secretary | - | - | - | Leon Boening Mills |
| Class Treasurer | - | - | - | Nils Enoch Johnson |
| Irene Annabel Palliser | | | | Ralph Gato Kaufman |
| Gertrude Louisa Baker | | | | Russell Wiest |
| Elizabeth Katherine Morse | | | | Jacob Hambacher |
| Nils Arnold Wayler | | | | Florence Cleland |
| Veronica Catherine Stockton | | | | Florence Elizabeth Ellor |

Pupils of the School who have not been Absent or Tardy for
the School Year 1911-1912.

| | | | | | | |
|----------------------|-------|-----|-----|--------------------|-------|------|
| Kenneth Catlin, | Grade | I | (a) | Jessie Cummings, | Grade | VI |
| George Bush, | " | II | (a) | Ellen Edland, | " | VI |
| Mary Bowker, | " | II | | Elizabeth Riordan, | " | VI |
| Hilda Olsen, | " | II | (a) | George Catlin, | " | VI |
| Charlotte Stead, | " | II | (e) | Robert Franck, | " | VI |
| (a) George Stockton, | " | III | (a) | Carl Hambacher, | " | VI |
| Malcolm Catlin, | " | III | | Wilfred Pollitt, | " | VI |
| Solomen Schafter | " | III | (a) | Albert Rapp, | " | VI |
| (a) Louis Solomen, | " | III | (d) | Lawrence Edland, | " | VI |
| (a) Everett Catlin, | " | IV | (d) | Guernsey Jones, | " | VII |
| Clarence King, | " | IV | (b) | Perry Loesch, | " | VII |
| (b) Walter Mayer, | " | V | (c) | Clyde Mayer, | " | VII |
| Daniel Stockton, | " | V | | Florence Ellor, | " | VIII |
| Vera Langefelt, | " | V | | Enoch Johnson, | " | VIII |
| Dorothy Lawrence, | " | V | | | | |

(a) Not absent or tardy for two years.

(b) Not absent or tardy for three years.

(c) Not absent or tardy for four years.

(d) Not absent or tardy for five years.

(e) Not absent or tardy for six years.

WATSESSING SCHOOL ORCHESTRA.

| | |
|------------------|-----------------|
| Victory Johnson | Russell Andrews |
| Erwin Hampson | Carl Wadsten |
| Alfred Kindberg | Robert Franck |
| Clarence Hampson | Ira Crant |
| Elizabeth Morse | Gertrude Baker |
| Perry Loesch | Jacob Hambacher |

LIST OF TEACHERS 1911-1912.

| | | | |
|---------------|----|---|---------------------------|
| George Morris | - | - | Superintendent of Schools |
| P. J. Smith | - | - | Supervisor of Music |
| Ethel Smith | -- | - | Supervisor of Penmanship |

DRAWING AND MANUAL TRAINING DEPARTMENT.

| | | | |
|-------------------------------|---|---|------------------|
| E. Ruth Palmer, Director | - | - | Art and Handwork |
| Clara E. Schauffler, Director | - | - | Domestic Science |
| William E. LaQuay, Director | - | - | Shopwork |
| Anna P. Thomas | - | - | Art and Handwork |
| Mary C. McLean | - | - | Art and Handwork |
| Elizabeth McKeen | - | - | Art and Handwork |
| S. E. Morton | - | - | Shopwork |
| Bertrand O'Connell | - | - | Shopwork |

HIGH SCHOOL—NO. 1.

(Broad Street and Belleville Avenue.)

| | | | |
|---------------------|---|---|-------------------------|
| Ella L. Draper | - | - | Vice-Principal |
| Elizabeth H. Wyman | - | - | English and Greek |
| Maude C. Gay | - | - | German and Latin |
| Martha H. Hasbrouck | - | - | French and English |
| Alice E. Beaman | - | - | English |
| O. R. Smiley | - | - | Science and Mathematics |
| Edson J. Lawrence | - | - | Latin and English |
| Otto J. Walrath | - | - | Mathematics and Science |
| Ralph B. DeLano | - | - | Mathematics |
| George H. Dwenger | - | - | History |
| Emma A. Tibbetts | - | - | Commercial |
| E. S. Stover | - | - | Commercial |

BERKELEY SCHOOL—NO. 2.

(Bloomfield Avenue)

| | | | | |
|---------------------|---|---|---|-------------------------|
| Harold H. Phillips | - | - | - | Principal |
| Mabel A. White | - | - | - | Eighth Grade |
| Nelle D. Maxfield | - | - | - | Seventh Grade |
| Eva E. Adair | - | - | - | Sixth Grade |
| Edna C. Glover | - | - | - | Fifth and Sixth Grades |
| Grace E. Amsden | - | - | - | Fifth Grade |
| Elizabeth Beatty | - | - | - | Fourth Grade |
| Edith Wells | - | - | - | Third and Fourth Grades |
| Ida M. Erway | - | - | - | Third Grade |
| Beatrice I. Hampson | - | - | - | Second Grade |
| Marion Lambert | - | - | - | Second Grade |
| Sara M. Woodford | - | - | - | First Grade |
| Flora T. Dann | - | - | - | First Grade |
| Grace A. Sheldon | - | - | - | Connecting Class |
| Marjorie N. Melvain | - | - | - | Connecting Class |
| Ida H. McWhiney | - | - | - | Kindergarten |

BROOKSIDE SCHOOL—NO. 3.

(Essex Avenue and Baldwin Street.)

| | | | | |
|----------------------|---|---|---|------------------|
| L. Arvilla Martin | - | - | - | Principal |
| Eugenia R. Watson | - | - | - | Eighth Grade |
| Mabel Freeman | - | - | - | Seventh Grade |
| Luella Loucks | - | - | - | Sixth Grade |
| Bertha G. Drisko | - | - | - | Fifth Grade |
| Lorena E. Babbitt | - | - | - | Fourth Grade |
| Maude L. Tuller | - | - | - | Third Grade |
| Bernice A. Odell | - | - | - | Third Grade |
| Mildren E. Washburne | - | - | - | Second Grade |
| M. Augusta Boardman | - | - | - | Second Grade |
| Mabel G. Padgham | - | - | - | First Grade |
| Alice Munson | - | - | - | First Grade |
| Edith E. Walker | - | - | - | Connecting Class |
| Helen Burnett | - | - | - | Kindergarten |
| Irma Seibert | - | - | - | Kindergarten |
| Elizabeth Jenner | - | - | - | Special Class |

CENTER SCHOOL—NO. 4.

(Liberty Street.)

| | | | | |
|----------------------|---|---|---|-------------------------|
| Elizabeth Otis | - | - | - | Principal |
| Mary J. Sloat | - | - | - | Eighth Grade |
| Grace E. Jones | - | - | - | Seventh Grade |
| Florence S. Cummings | - | - | - | Seventh Grade |
| Agnes R. Kilpatrick | - | - | - | Sixth Grade |
| L. Maude Goble | - | - | - | Fifth Grade |
| Lillian I. Veness | - | - | - | Fourth Grade |
| Clara A. Cruikshank | - | - | - | Third Grade |
| Pearl M. Veness | - | - | - | Second and Third Grades |
| Estelle P. Ewan | - | - | - | Second Grade |
| Charlotte R. Whitton | - | - | - | First Grade |
| Alice E. Bailey | - | - | - | Connecting Class |
| Blanche H. Crane | - | - | - | Kindergarten |
| Edith H. Belden | - | - | - | Special |

BROOKDALE SCHOOL—NO. 5.

(Upper Broad Street.)

| | | | | |
|--------------------|---|---|---|-------------------------------------|
| Fred S. Bush | - | - | - | Principal, Sixth and Seventh Grades |
| Jennie V. Chinnick | - | - | - | Fourth and Fifth Grades |
| Ruth E. New | - | - | - | Second and Third Grades |
| Lila G. Baldwin | - | - | - | Kindergarten and First |

SILVER LAKE SCHOOL—NO. 6.

(Bloomfield Avenue.)

| | | | | |
|------------------|---|---|---|------------------------------------|
| Joseph C. Wilson | - | - | - | Principal, Fourth and Fifth Grades |
| Katherine Bell | - | - | - | Second and Third Grades |
| Viola W. Davison | - | - | - | First Grade |
| Mabel A. Pilch | - | - | - | Kindergarten |

FAIRVIEW SCHOOL—NO. 7.

(Montgomery Avenue.)

| | | | | | |
|-----------------------|---|---|---|---|-------------------------|
| Ida E. Robinson | - | - | - | - | Principal |
| Annie D. Cheves | - | - | - | - | Eighth Grade |
| Elizabeth A. Sterling | - | - | - | - | Seventh Grade |
| Blanche Emmons | - | - | - | - | Sixth Grade |
| Mae R. Mellor | - | - | - | - | Fifth Grade |
| Lillian M. Galloway | - | - | - | - | Fifth Grade |
| Mary E. Hotchkin | - | - | - | - | Fourth Grade |
| Sara J. Bettis | - | - | - | - | Fourth Grade |
| Anna M. Garland | - | - | - | - | Third Grade |
| Lucy M. Seltzer | - | - | - | - | Second and Third Grades |
| Beatrice M. Wood | - | - | - | - | Second Grade |
| A. Christine Bettman | - | - | - | - | First Grade |
| Sara W. Curtis | - | - | - | - | Connecting Class |
| Dorothy M. Sutton | - | - | - | - | Kindergarten |

WATSESSING SCHOOL—NO. 8.

(Prospect Street.)

| | | | | | |
|----------------------|---|---|---|---|-------------------------|
| Anna S. Agnew | - | - | - | - | Principal |
| Mabelle C. Howard | - | - | - | - | Eighth Grade |
| Gertrude A. Grant | - | - | - | - | Seventh Grade |
| Elizabeth A. Terry | - | - | - | - | Sixth Grade |
| F. Annette Whitney | - | - | - | - | Fifth Grade |
| M. Florence Garrison | - | - | - | - | Fourth Grade |
| May E. Barrett | - | - | - | - | Third Grade |
| Alma J. Miner | - | - | - | - | Second and Third Grades |
| Bella Harris | - | - | - | - | Second Grade |
| Pearl G. Sprague | - | - | - | - | First Grade |
| M. Estelle Dodd | - | - | - | - | Connecting Class |
| Nellie V. Harvey | - | - | - | - | Kindergarten |

JANITORS.

| | | | | |
|--------------------|---|-----------------|-----------------|-----------------|
| No. 1, High School | - | - | - | John Krueger |
| No. 2, Berkeley | - | - | - | -Albert Rumph |
| No. 3, Brookside | - | - | - | Herman Blaschke |
| No. 4, Center | - | - | - | J. G. Martini- |
| No. 4, Brookdale | - | - | - | Wm. Sempier |
| No. 6, Silver Lake | - | Mary Accola and | Celesta Puopolo | |
| No. 7, Fairview | - | - | - | Victor Zawicki |
| No. 8, Watsessing | - | - | - | Moses Bender |

OFFICE HOURS OF SUPERINTENDENT.

HIGH SCHOOL.

Monday, Tuesday, Wednesday and Thursday, 3:30 to 4:30 P. M.

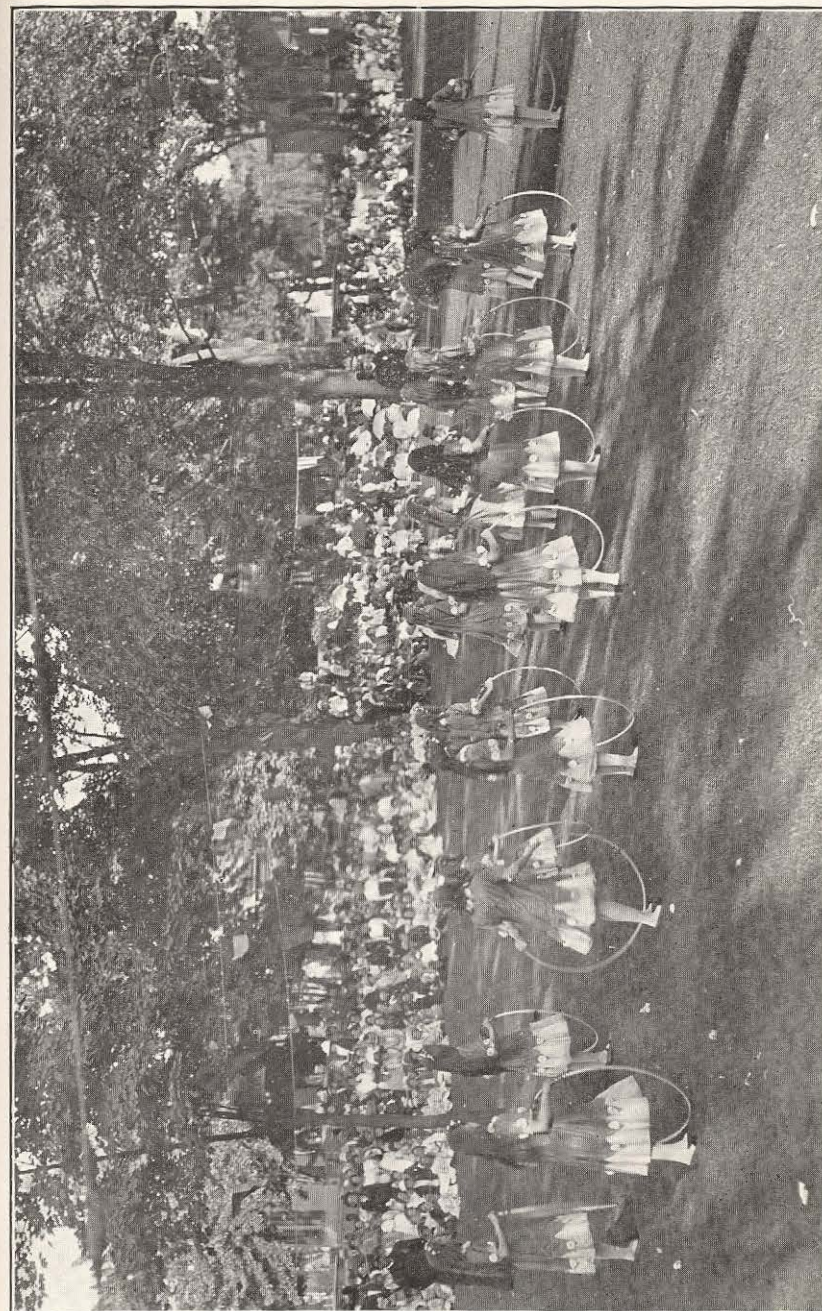
EVENING SCHOOL

Tuesday, 8 P. M

Books Used in Bloomfield Public Schools.

READERS.

| | | |
|---|----------------------------|------------------------|
| New Education..... | Series..... | American Book Co. |
| Cyr..... | "..... | Ginn & Co. |
| Baldwin..... | "..... | American Book Co. |
| Progressive..... | "..... | American Book Co. |
| Progressive Road to Reading..... | "..... | Silver, Burdett & Co. |
| Stepping Stones to Literature..... | "..... | Silver, Burdett & Co. |
| Lights to Literature..... | "..... | Rand, McNally & Co. |
| Graded Literature..... | "..... | Maynard, Merrill & Co. |
| Heath..... | "..... | D. C. Heath & Co. |
| Rand, McNally..... | "..... | Rand, McNally & Co. |
| Aldine Primer..... | "..... | Newson & Co. |
| Carpenter's Geographical..... | "..... | American Book Co. |
| Winslow's Geographical..... | "..... | D. C. Heath & Co. |
| How We Are Clothed..... | "..... | Macmillan & Co. |
| How We Are Fed..... | "..... | Macmillan & Co. |
| How We Are Sheltered..... | "..... | Macmillan & Co. |
| Historical..... | "..... | American Book Co. |
| Carroll's Around the World... Books I, II, III..... | Silver, Burdett & Co. | |
| Murche Science..... Books I, II, III..... | Macmillan & Co. | |
| American Literature, 2 Vols..... | Scribners | |
| Art, Book I..... | Macmillan Co. | |
| Nature's Byways..... | Silver, Burdett & Co. | |
| Child Life Primer..... | Macmillan Co. | |
| Sunbonnet Babies Primer..... | Rand, McNally & Co. | |
| Overall Boys..... | Rand, McNally & Co. | |
| American Masterpieces..... | Houghton, Mifflin & Co. | |
| Lamb's Tales from Shakespeare..... | D. C. Heath & Co. | |
| King Arthur and His Knights..... | Rand, McNally & Co. | |
| Jack and Nell in Field and Forest..... | Public School Pub. Co. | |
| Seven Little Sisters..... | Ginn & Co. | |
| Great Americans for Little Americans..... | American Book Co. | |
| Stories from American History..... | Maynard, Merrill & Co. | |
| The Colonies..... | Silver, Burdett & Co. | |
| Heroes of History..... | Maynard, Merrill & Co. | |
| Old Greek Stories..... | Rand, McNally & Co. | |
| American Heroes and Heroism..... | Silver, Burdett & Co. | |
| Beckwith's Mythland..... | Educational Publishing Co. | |
| Scott's—The Talisman..... | Ginn & Co. | |



CENTENNIAL CELEBRATION.—HOOP DRILL.

SINGING BOOKS.

| | |
|--|--------------------|
| Educational Music Reader.....Series..... | Ginn & Co. |
| Brewer Collection of Songs..... | Brewer Co. |
| Gaynor Song Book..... | John Church Co. |
| Academy Song Book..... | Ginn & Co. |
| New Academy Song Book..... | A. S. Barnes & Co. |

HIGH SCHOOL BOOKS.

ENGLISH.

| | |
|--|-----------------------|
| History of English Literature..... | American Book Co. |
| From Chaucer to Arnold..... | Macmillan Co. |
| Introduction to American Literature..... | Sibley & Co. |
| Bates' American Literature..... | Macmillan Co. |
| Hallack's American Literature..... | Macmillan Co. |
| Manual of Composition and Rhetoric..... | American Book Co. |
| Julius Caesar..... | Macmillan Co. |
| Macbeth..... | Macmillan Co. |
| Milton's Minor Poems..... | Macmillan Co. |
| Burke's Speech on Conciliation..... | Longmans, Green & Co. |
| Life of Johnson..... | D. C. Heath & Co. |
| Merchant of Venice..... | Macmillan Co. |
| Sir Roger de Coverley Papers..... | Sanborn & Co. |
| The Deserted Village..... | Macmillan Co. |
| Silas Marner..... | Macmillan Co. |
| Ivanhoe..... | Ginn & Co. |
| Sesame and Lilies..... | Macmillan Co. |
| Joan of Arc..... | Macmillan Co. |
| The English Mail Coach..... | Macmillan Co. |
| Ancient Mariner..... | Sibley & Co. |
| The Vision of Sir Launfal..... | Sibley & Co. |
| Life of Goldsmith..... | Ginn & Co. |

HISTORY.

| | |
|------------------------------------|-----------------------|
| Myers Ancient..... | Ginn & Co. |
| Bourne's Mediaeval and Modern..... | Longmans, Green & Co. |
| Cheney's English..... | Ginn & Co. |
| Channing's United States..... | Macmillan Co. |

SCIENCE.

| | |
|-----------------------------------|-------------------|
| Newell's Chemistry..... | D. C. Heath & Co. |
| Milliken and Gale's Physics..... | Ginn & Co. |
| Hunters' Elements of Biology..... | American Book Co. |
| Davis's Physical Geography..... | Ginn & Co. |

MATHEMATICS.

| | |
|-------------------------------------|---------------|
| Gilbert and Sullivan's Algebra..... | Macmillan Co. |
|-------------------------------------|---------------|

| | |
|---|-------------------|
| Wentworth's Plane and Solid Geometry..... | Ginn & Co. |
| Phillips and Strong's Trigonometry..... | American Book Co. |

LATIN.

| | |
|---|-----------------------|
| Smiley and Stork's Bellum Helveticum..... | Scott, Foresman & Co. |
| Kelsey's Caesar..... | Allyn and Bacon |
| Walker's Caesar..... | Scott, Foresman & Co. |
| D'Ooge's Cicero..... | Sanborn & Co. |
| Kelsey's Cicero..... | Allyn and Bacon |
| Greenough and Kittredge's Vergil..... | Ginn & Co. |
| Allen and Greenough's Latin Grammar..... | Ginn & Co. |
| Barss' Latin Prose..... | D. C. Heath & Co. |

GREEK.

| | |
|---------------------------------------|------------|
| Seymour's Iliad..... | Ginn & Co. |
| Xenophon's Anabasis..... | Ginn & Co. |
| Goodwin's Greek Grammar..... | Ginn & Co. |
| Collar and Daniell's Greek Prose..... | Ginn & Co. |

GERMAN.

| | |
|---|-------------------|
| Grammar—Bacon..... | Allyn & Bacon |
| Essentials of German, Vos..... | Holt & Co. |
| Das deutsch Buck für Aufauger, Schrakamp..... | Holt & Co. |
| Im Vaterland—Bacon..... | Allyn & Bacon |
| Muller and Wenckebach's Gluck Auf..... | Ginn & Co. |
| Mosher's Willkommen in Deutschland..... | D. C. Heath & Co. |
| Manley and Allen's Four German Comedies..... | Ginn & Co. |
| Baumach's Der Schwiegersohn..... | D. C. Heath & Co. |
| Schiller's Wilhelm Tell..... | H. Holt & Co. |
| Schiller's Die Jungfrau vom Orleans..... | D. C. Heath & Co. |
| Thomas' German Grammar..... | H. Holt & Co. |
| Spanhoofd's Deutsche Grammatik..... | H. Holt & Co. |
| Thomas' Supplementary Exercises..... | H. Holt & Co. |
| Pope's German Composition..... | H. Holt & Co. |

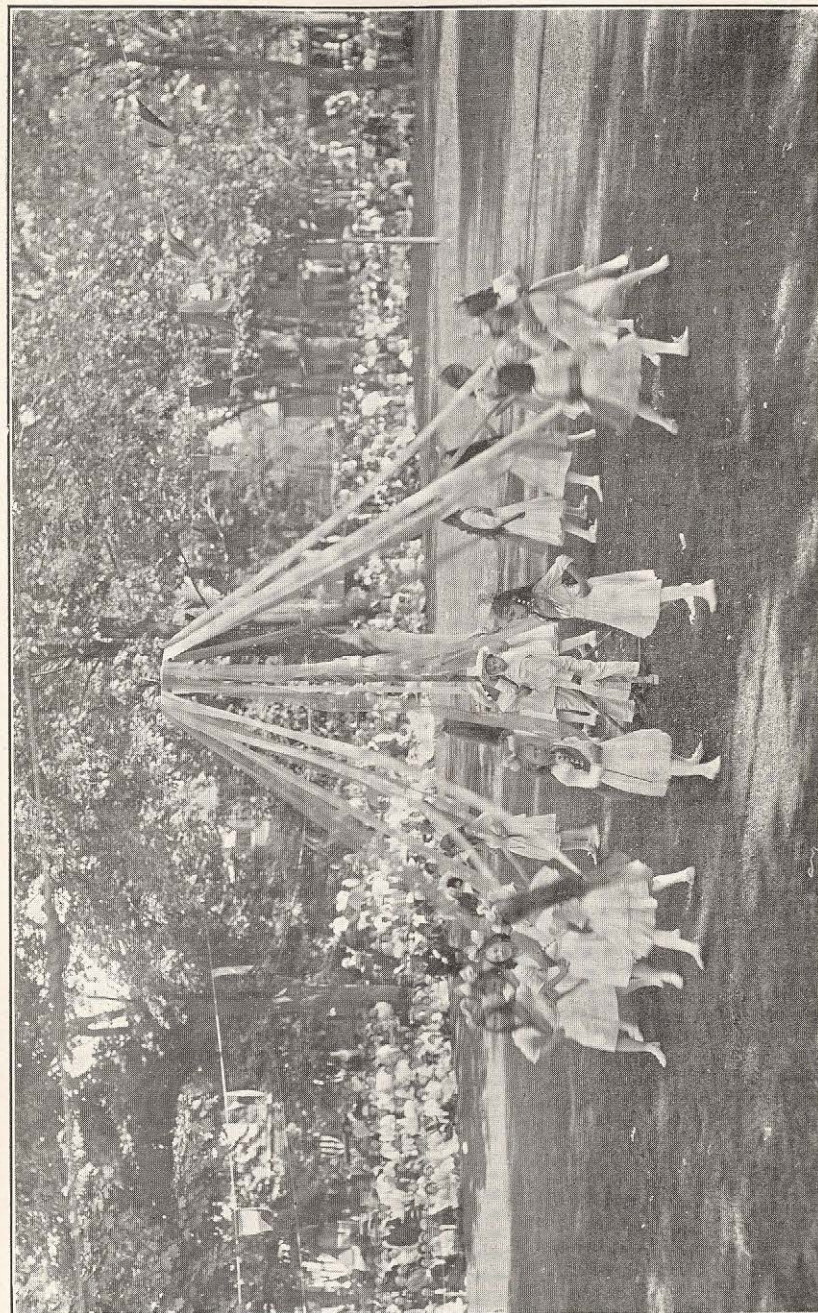
FRENCH.

| | |
|---|-------------------|
| Fraser & Squair's French Grammar..... | D. C. Heath & Co. |
| Bruce's Grammaire Francaise..... | D. C. Heath & Co. |
| Snow and Lebon's Easy French..... | D. C. Heath & Co. |
| Francois et Giroud's Simple French..... | H. Holt & Co. |
| Merimee's Colomba..... | H. Holt & Co. |
| Sarcey's Le Siege de Paris..... | D. C. Heath & Co. |
| Halevy's L' Abbe Constantin..... | H. Holt & Co. |
| Hugo's Le Chute..... | D. C. Heath & Co. |

La Cigale chez les Fourmis.....American Book Co.
 La Poudre aux Yeux.....H. Holt & Co.

COMMERCIAL SUBJECTS.

Lyons' Commercial Law.....Powers and Lyons
 Typewriting.....
 Style Manual for Stenographers.....Hugh Graham Paterson
 Pitman's Shorthand.....Pitman
 Cody's How to do Business by Letter.....Chicago School of Business
 Powers' Complete Accountant.....Powers and Lyons
 Modern Illustrative Banking.....American Book Co.
 Spellers.....Practical Text Book Co.
 Palmer Penmanship.....A. N. Palmer Co.
 Eaton's Manual to Business Forms.....American Book Co.
 Plain English.....Practical Text Book Co.
 Budget System—Wholesale Accounting.....Powers and Lyons
 Art of Modern Bookkeeping and Accounting.....Powers and Lyons
 Robinson's Commercial Geography.....Rand & McNally



CENTENNIAL CELEBRATION.—MAY POLE DANCE.

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